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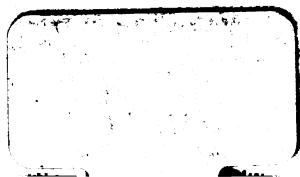

IN 236A I

FIRST LESSONS IN READING ON A NEW METHOD.



BOSTON
LEE & SHEPARD.

KD 32941



American Antiqvarian Society.

From the Authors.

November 15, 1870.

FIRST LESSONS

IN

READING:

A NEW METHOD OF TEACHING THE READING OF ENGLISH,

BY WHICH

THE EAR IS TRAINED TO DISCRIMINATE THE
ELEMENTARY SOUNDS OF WORDS,

AND

THE EYE TO RECOGNIZE THE SIGNS USED FOR THESE SOUNDS
IN THE ESTABLISHED ORTHOGRAPHY.

BY

RICHARD SOULE,

ASSOCIATE EDITOR OF WORCESTER'S QUARTO DICTIONARY,

AND

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ASSOCIATE EDITOR OF WEBSTER'S DICTIONARIES.

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P R E F A C E.

THIS book has been prepared by the subscribers substantially on the plan proposed by the Rev. John C. Zachos, and with his concurrence. Its aim is to teach the art of reading by enabling the pupil, in the first place, to analyze spoken words into their elementary sounds, and, in the second place, to recognize the signs used for these sounds in the ordinary printed text. The letters of the alphabet, as single or combined, are considered, in the outset, simply as signs of sound, and not with reference to their names as letters. In other words, the use or power of the letter is taught before its name, which is not introduced till considerable progress has been made in learning to read. Spelling by sounds precedes spelling by letters. As soon, however, as the pupil has become familiar with all the sounds, and has acquired the habit of analyzing the simpler words into their elements, and can readily give the sounds which compose them on seeing the letters, or combinations of letters, which represent these sounds, the names of the letters, as well as the mode of forming them, are taught, and exercises in spelling, both oral and written, are introduced.

Numerous attempts have been made to overcome the difficulties of teaching the reading of English, arising from the fact that there are more sounds in our language than there are letters in our alphabet, and the consequent necessity of using the same letters, or combinations of letters, to represent different sounds. One expedient for making the letters of the alphabet adequate to represent

all the sounds of our language was to employ diacritical marks; and this has been generally adopted by lexicographers as being convenient and useful for indicating the pronunciation of words in dictionaries. But it has been found very objectionable when applied to the text of elementary reading-books, both on account of the difficulty the pupil has in remembering what the marks signify, and on account of the unsightly appearance which they give to the pages.

Another expedient, which at one time seemed to promise good results, was to make use of the phonotypic alphabet. This alphabet was invented by Mr. Alexander John Ellis and Mr. Isaac Pitman, of England, with a view to remedy the defects of our present alphabet by furnishing a separate letter for every sound, and by restricting each letter to one sound only. Ingenious and philosophical as this alphabet is, it has not found sufficient favor with scholars and the public to lead to its general adoption in the printing of books. Many, however, have thought it might be advantageously used in teaching the elements of reading, and it has been tried with marked success in several schools. And yet it has failed to secure general adoption even for this purpose. There was an objection, in the outset, to the strange appearance of the new type, and to the odd disguise which it put upon common words. Besides, the pupil, who had learned to read by means of it, had in the end to learn to read words printed in the ordinary type, though this could be done with greater ease than if no previous discipline had been had in attending to the expression of sounds by signs.

These attempts, and others of a similar kind, show a very general conviction that the usual method of learning to read by getting first the names of the letters in the alphabet, and then calling over the names of the letters in a word or a syllable, and uttering at once all the sounds of which it is composed, is not the correct method. It

would seem to reverse the natural order, and to be altogether unscientific. The names of the letters, for the most part, bear no resemblance to their sounds, and this process can hardly give any perception of the elementary sounds which compose a word or a syllable, especially when the number of the letters is not the same as the number of the sounds. Thus, though reading may be learned by this faulty method, there will be acquired at the same time only a slight knowledge of the principles of orthoëpy, and the written language will seem to the pupil to be a chaos of arbitrary combinations of letters, which have to be learned as signs of mingled sounds by sheer force of memory, without the aid of any analogies or laws.

Now, this impression would be far from the truth. There is more regularity in the use of certain letters, or combinations of letters, for certain sounds, than is generally supposed. A perception of this fact has led to endeavors, of late, to make use of the letters, single or combined, in the ordinary printed text, as signs of sound easily recognizable with the assistance of a very few simple expedients, which do not mar the beauty of the page, and which may be gradually dispensed with as the pupil advances. A few years since, a little work on this plan, by Alexander Melville Bell, of Edinburgh, was published in that city and in London.* It has great merits, though it is not without some obvious defects. More recently the Rev. John C. Zachos, Professor in the Theological School at Meadville, Pennsylvania, has been laboring in the same direction with very gratifying results. He has not found time, however, to elaborate fully the details of his plan in the preparation of elementary text-books; and it was by his desire that the subscribers undertook that task.

* "Letters and Sounds: an Introduction to English Reading, on an entirely new Plan." 16mo. pp. 108.

The present work will perhaps sufficiently explain itself, after what has been already said. The several sounds are taken up in the order most convenient for illustrating, in Reading Lessons, the modes in which they are represented by the letters of the alphabet, and the more regular of these modes, when there are more than one, are presented before those which are irregular or exceptional. The Reading Lessons are carefully graduated to the progress of the pupils, nothing being given in them which has not been previously explained. It is confidently believed that a pupil who should be thoroughly drilled in the exercises here prescribed will have mastered all the principal difficulties in the way of learning to read, and will, at the same time, have done much towards acquiring those two chief graces of speech,—distinct articulation and correct pronunciation.

The language of the text is supposed to be addressed by the teacher to the pupils, and is made as simple as is consistent with proper explanation and correct statement; but the intelligent teacher will of course vary the phraseology to suit the different ages and aptitudes of the pupils.

On page X is given a Table of the Elementary Sounds, and the more usual Modes of representing them," which will be found convenient for reference, as furnishing a key to the system of signs used in the lessons that follow.

The notes are intended *for the teacher*, but the substance of such of them as relate to theoretical or abstruse points may, at discretion, be familiarly explained to the pupils. The note on page 90, containing a General Scheme of English Sounds, will serve to show the scientific basis of the work. It is taken, with some slight changes, from a valuable article on Lepsius's "Standard Alphabet," in the eighth volume of the "Journal of the American Oriental Society," written by Professor William D. Whitney, of Yale College, well known as one of the most learned and acute phonologists of our time.

The Appendix contains an analysis of the printed letters of the alphabet in their simplest "Roman" form. The design of this is explained on page 55. It also contains, in the four principal styles of type, viz., Roman, Italic, Old English, and Script, the letters of the alphabet in their usual order, — to which are subjoined the double letters, or ligatures, at present in use, — with a reading exercise illustrative of each of these varieties. As intimately connected with the subject of reading, the more important Arabic and Roman numerals are concisely explained.

A series of charts has been prepared to accompany this book. They will be found very useful in teaching large classes, by enabling the members to go through the same exercise in concert.

Although any child of common intelligence, who has been properly drilled in the lessons of this work, ought to have acquired so thorough a knowledge of the fundamental principles and the chief peculiarities of English pronunciation and orthography, as to be able to pass at once into any other book the style and subject-matter of which are not above his years; yet, to meet the wishes of those who desire their pupils to have further practice in a Reading Book especially adapted to be used in connection with this introductory work, a "Sequel to the First Lessons" has been prepared. It contains a carefully arranged series of pieces, original and selected, beginning with such as are very simple, and proceeding by degrees to those that are more difficult; and it is so constructed as constantly to recall the attention of the learner to those analogies and irregularities of the language with which he has already become acquainted.

RICHARD SOULE.

WILLIAM A. WHEELER.

Boston, September, 1866.

CONTENTS.

LESSON	PAGE	LESSON	PAGE
Table of the Elementary Sounds, and the more usual Modes of Representing them	x	29. Sound of <i>a</i> in <i>all</i> ; its repre- sentatives	15
1. The Vowels <i>a, e, i</i> , long	1	30. Other representatives of the same sound	15
2. The Vowels <i>o, u, y</i> , long. . . .	1	31. Exercise in Reading	16
3. The Vowels with the Long Sounds recapitulated	2	32. Words containing Combined Consonants	17
4. The Consonants <i>p, b, f, v</i>	2	33. Exercise in Reading	17
5. The Consonants <i>s, z, t, d</i>	3	34. The sound of <i>wh</i>	18
6. The Consonants <i>k, c</i> (hard), <i>g</i> (hard), <i>j</i>	3	35. The sounds of <i>th</i>	18
7. Exercise in Reading	4	36. Exercise in Reading	19
8. Simple Syllables containing a Consonant and a Vowel	4	37. The sound of <i>sh</i> and of <i>zh</i>	19
9. The same	5	38. Exercise in Reading	20
10. The same	5	39. The sound of <i>ch</i> (as in <i>chin</i>) and of <i>ph</i>	20
11. The Consonants <i>m, n, l, r</i>	6	40. Exercise in Reading	21
12. Simple Syllables containing these Consonants	7	41. The sound of <i>ng</i>	22
13. The Consonants <i>w, y, h</i>	7	42. The sound of <i>a</i> , as in <i>arm</i>	22
14. Simple Syllables containing these Consonants	8	43. Exercise in Reading	23
15. Exercise in Reading	8	44. The sounds of <i>oo</i> , as in <i>brood</i> , <i>book</i>	24
16. The Short Sounds of the Vowels . .	9	45. Exercise in Reading	24
17. Rule for distinguishing the Short Sounds of the Vowels from the Long Sounds	9	46. The sound of <i>oi</i> and <i>oy</i>	25
18. Simple Syllables containing Long and Short Vowels	10	47. The sound of <i>ou</i> and <i>ow</i>	25
19. The same	10	48. Exercise in Reading	26
20. The same	10	49. The sound of <i>u</i> as in <i>urn</i> ; its representatives	26
21. The same	11	50. Exercise in Reading	28
22. The same	11	51. The sound of <i>a</i> in <i>care</i>	28
23. Simple Monosyllables contain- ing a Short Vowel	11	52. Exercise in Reading	29
24. The letter <i>s</i> sounded as <i>z</i> ; the Consonant <i>x</i>	12	53. Definition of <i>digraph</i> , and of <i>equivalent</i> or <i>substitute</i> ; with examples	29
25. Exercise in Reading	13	54. <i>At, ay, ei, ey</i> , as equivalents of long <i>a</i>	30
26. Words at the end of which a Consonant is doubled	13	55. Exercise in Reading	30
27. Final <i>e</i> : its effect	14	56. <i>Ee</i> and <i>ea</i> as equivalent of long <i>e</i> .	31
28. Exercise in Reading	14	57. Exercise in Reading	32
		58. <i>Oa</i> as an equivalent of long <i>o</i> .	36
		59. Exercise in Reading	33
		60. <i>Ew</i> as an equivalent of long <i>u</i> ; <i>ew</i> and <i>u</i> as equivalents of <i>oo</i>	34

LESSON	PAGE	LESSON	PAGE
61. Exercise in Reading	35	94. Exercise in Reading	67
62. Effect of silent <i>e</i> final when it follows <i>c</i> or <i>g</i>	36	95. <i>Ou</i> and <i>ou</i> sounded as <i>aw</i> ; <i>o</i> sounded nearly like <i>aw</i> ; <i>i</i> sounded as <i>ē</i> ; sounds of <i>æ</i> and <i>æ</i>	68
63. Exercise in Reading	37	96. <i>C</i> sounded as <i>s</i> , and <i>g</i> as <i>j</i> ; exceptions	70
64. Sound of <i>q</i> , and of the combination <i>qu</i>	37	97. Exercise in Reading	72
65. Exercise in Reading	38	98. <i>Gh</i> sounded as <i>f</i> ; <i>ch</i> sounded as <i>k</i> and as <i>sh</i>	73
66. <i>N</i> as an equivalent for <i>ng</i>	39	99. <i>Ct</i> , <i>st</i> , <i>tt</i> , &c., sounded as <i>sh</i>	75
67. Exercise in Reading	39	100. Exercise in Reading	77
68. Words in which the Vowels are sounded irregularly	40	101. Words having the sound of <i>zh</i>	78
69. Exercise in Reading	41	102. Words in which <i>n</i> is sounded as <i>ng</i> ; <i>qu</i> as <i>kw</i> and <i>k</i> ; <i>t</i> as consonant <i>y</i>	79
70. Sound of <i>a</i> , as in <i>ask</i> , <i>fast</i> , &c.	42	103. Exercise in Reading	81
71. Silent Consonants	43	104. Effect of silent <i>e</i> final in certain words	82
72. Silent Vowels	44	105. Effect of certain letters which have no sound in themselves	83
73. Exercise in Reading	44	106. Words of irregular pronunciation, to be learned at sight	84
74. <i>E</i> silent in certain formatives	45	107. Exercise in Reading	86
75. Assimilation of spoken and whispered Consonant Sounds that come together in a word	46	108. Exercise in Reading; The Fox in the Well	87
76. Exercise in Reading	47	109. Exercise in Reading; The Crow and the Pitcher	88
77. Nature of Accent	47	110. Exercise in Reading; The Cat and the Sparrow	89
78. Words of two Syllables in which the seat of the Accent varies	48	111. Exercise in Reading; The Robin	90
79. Exercise in Reading	49	NOTE. — General Scheme of English Sounds	90
80. Double Consonants; their effect	50	Marks used in Writing and Printing	92
81. Sounds of the Vowel <i>y</i> at the end of a word	51		
82. Exercise in Reading	53		
83. Names of the Letters of the Alphabet, and directions for spelling by these names	53		
84. The unaccented terminations <i>ar</i> , <i>er</i> , <i>ir</i> , <i>or</i> , <i>ur</i> , <i>yr</i>	56		
85. Sound of <i>a</i> and <i>o</i> when unaccented, but not final	57		
86. Sound of <i>ai</i> , <i>ei</i> , <i>ey</i> , <i>ou</i> , <i>ow</i> , when unaccented	57		
87. Words of irregular pronunciation, to be learned at sight	59		
88. Exercise in Reading	59		
89. Exercise in Reading	60		
90. Words in which the Vowel <i>o</i> has an irregular sound	61		
91. Exercise in Reading	62		
92. <i>U</i> sounded as <i>ō</i> ; <i>ou</i> as <i>ō</i> ; <i>oo</i> as <i>ō</i> ; <i>ai</i> and <i>ea</i> as <i>a</i> in <i>care</i>	64		
93. <i>A</i> sounded as <i>δ</i> and as <i>aw</i>	65		

APPENDIX.

Elements of the Letters of the Alphabet	93, 94, 95
The Alphabet, Double Letters, &c., in Roman, Italic, Old English, and Script	96
Table of Numbers	97
Exercise in Reading, illustrating the use of Roman, Italic, Old English, and Script letters	98

TABLE OF THE ELEMENTARY SOUNDS,

AND THE MORE USUAL MODES OF REPRESENTING THEM.

(See General Scheme of Sounds, on p. 90.)

Vowels.

- | | |
|--|---|
| 1. <i>æ</i> , as in <i>Far, Barn; Ah; Cālm, Heārt, Aunt.</i> | 10. <i>ō</i> , as in <i>Hop; Sōr-ry; Knowl-edge; Tōr-rid.</i> |
| 2. <i>ā</i> , " <i>Hat, Can; Flaīd, Hāve.</i> | 11. <i>aw</i> , " <i>All; Saw; Haul, For.</i> |
| 3. <i>ē</i> , " <i>Hen, Met; Bread, Vēr-y.</i> | 12. <i>ō</i> , " <i>Go, Hope, No-ble; Boat; Soul; Gōld; Snow.</i> |
| 4. <i>ā</i> , " <i>Hate, Ba-by; Aid; Day; Veil; They, Great.</i> | 13. <i>ōb</i> , " <i>Gōbd, Fōbt; Full, Push.</i> |
| 5. <i>i</i> , " <i>Hid, Sit; Gīve; Sleeve; In'fī-nīte; Myth.</i> | 14. <i>oo</i> , " <i>Food, Mood; Ru-mor; Rheum; Crew; Soup.</i> |
| 6. <i>ē</i> , " <i>Me, He-ro, Scene; See; Tea; Cæ-sar; Fēld.</i> | |
| 7. <i>ū</i> , " <i>Use, Cube, U-nite', Fēld, New, Pew.</i> | 15. <i>oi</i> , " <i>Oil, Toll; Boy, Joy, Oys-ter.</i> |
| 8. <i>ū</i> , " <i>Hut, Touch; Cūr-ry.</i> | 16. <i>i</i> , " <i>Hide, Bl-ble; Tied; By, Cy-cle; Child.</i> |
| 9. <i>u(r)</i> , " <i>Urn; Her; Sir; World; Jour-nal; Myr-tle.</i> | 17. <i>ou</i> , " <i>Found, Sound; Cow.</i> |

~~æ~~ *A*, as in *care*, is essentially the same as *æ* (No. 4). See page 28.

Consonants.

- | | |
|--|--|
| 18. <i>y</i> , as in <i>Ye, Yet; Be-yond'; Fa-mil'iar.</i> | 29. <i>s</i> , as in <i>Sun, This; Less; Es-say; Face, Cell; Waltz.</i> |
| 19. <i>r</i> , " <i>Run, Far, Rar-i-ty.</i> | 30. <i>th</i> , " <i>The, With, Leath-er, Breathe, Wreathed.</i> |
| 20. <i>l</i> , " <i>Let, Tell, Tal-low, Belt.</i> | 31. <i>th</i> , " <i>Thing, Breath, Truths, Eth-ics, Warmth.</i> |
| 21. <i>w</i> , " <i>Wen, When; A-way'; Quick; Per-suade.</i> | 32. <i>v</i> , " <i>Vat, E-vil, Have; Of.</i> |
| 22. <i>h</i> , " <i>He, His, What, A-while'</i> | 33. <i>f</i> , " <i>Fan, Leaf; Off; Nymph.</i> |
| 23. <i>ng</i> , " <i>Sing, Ring-ing; Ink, An-ger, An-chor.</i> | 34. <i>g</i> , " <i>Go, Fog, Egg, Beg-gar.</i> |
| 24. <i>n</i> , " <i>No, Ten, Wa-ning, Went, Inn, Cun-ning.</i> | 35. <i>k</i> , " <i>Kill, Kick, Packet; Cat, Arc; Chasm, Pique.</i> |
| 25. <i>m</i> , " <i>Man, Ham, Hom-age, Lump, Hum-ming.</i> | 36. <i>d</i> , " <i>Did, Sad, Band, Tra-der, Add, Ad-der.</i> |
| 26. <i>zh</i> , " <i>A-zure; Meas-ure, U'su-al; Fu-sion; Gla-zier.</i> | 37. <i>t</i> , " <i>Tin, Hot, La-ter, Butt, Bet-ter; Sur-passed'; Thom-as.</i> |
| 27. <i>sh</i> , " <i>She, Brush, Fish-er; Chaise; Ac-tion; Man-sion; An-cient; O-cean; O-ce-an'ic; Con-science; Sure; Nau'-se-a.</i> | 38. <i>b</i> , " <i>Bed, Rib, Bulb, La-bor, Ebb, Rub-ber.</i> |
| 28. <i>z</i> , " <i>Zest; Buzz; Is, Ro-sy, Begs, Robs; Xen'o-phon.</i> | 39. <i>p</i> , " <i>Pen, Hip, Pump, Pa-per, Steppe, Dip-per.</i> |
| | 40. <i>j</i> , " <i>Just, Cage, Judge, Gem, Gin-ger, Gyp-sum.</i> |
| | 41. <i>ch</i> , " <i>Chip, Much, Church, Rich-es, Latch.</i> |

(x)

FIRST LESSONS IN READING.

Lesson I.

HERE are three letters, each of which stands for a sound : —

A E I

Make the sounds after me. These are called *Capital Letters*, and for each one there is a small letter corresponding to it having the same sound. The small letters are

a e i

Repeat the sounds as I make them.

NOTE. — It will be understood by the teacher that the long or alphabetical sounds of the vowels are to be presented first. The pupil should practice upon all the letters until their sounds are learned thoroughly. The names of the letters should not be taught till the pupil can tell at sight what sounds they represent, and has made some progress in learning to read. They are introduced in Lesson LXXXIII. p. 53.

Lesson II.

Here are three more capital letters, and the small letters corresponding to them. Observe how I make the sounds which they stand for.

O U Y
o u y

Make these sounds after me. You will notice that this letter, Y, has the same sound as this one, I.

NOTE. — Care must be taken not to give to the letter Y its name (wi) while pointing it out to the pupil. The same caution should be observed with respect to the other letters whose names do not correspond to their sounds. All the letters should be spoken of by their sounds, till their names are introduced.

Lesson III.

The six letters already given are called *Vowels*, and the sound of each, as you have learned it, is called the *long sound*. They have other sounds, which you will learn by and by.

THE VOWELS WITH THE LONG SOUNDS.

A	E	I	O	U	Y
a	e	i	o	u	y
e	i	o	u	y	a
i	o	u	y	a	e
o	u	y	a	e	i
u	y	a	e	i	o
y	a	e	i	o	u

NOTE. — The pupil should be drilled upon this table in column and in line until the sound of each letter can be given as soon as it is pointed out by the teacher. It will not be expedient to attempt at present to define the difference between a *vowel* and a *consonant*; but it is desirable that the pupil should become familiar with these names, and be able to recognize the letters as belonging to one class or the other.

Lesson IV.

The other letters, of which you will learn the sounds, are called *Consonants*. Here are four of them in capitals and in small letters:—

P	B	F	V
p	b	f	v

If you put the lips together, and force the breath against them so as to open them suddenly, you will make the sound of the first; thus, **P, p**.

If you put the lips in the same position as before, and make a sound in the throat before opening them, this will be the sound of the second; thus, **B, b**.

If you put the under lip against the edges of the upper front teeth, and blow the breath through, you will make the sound of the third; thus, **F, f**.

If you put the under lip in the same position as before, and make a sound in the throat without moving the lip, this will be the sound of the fourth; thus, **V, v.**

NOTE.—If the pupil can utter the elementary sounds correctly and distinctly, as they are given out by the teacher, it is not important to dwell on the description of their organic formation.

Lesson V.

In this lesson, you will learn the sounds of four more consonant letters. Here they are in capitals and in small letters : —

S	Z	T	D
s	z	t	d

If you put the tip of the tongue against the gum of the upper front teeth, and blow the breath through with a hiss, you will make the sound of the first; thus, **S, s.**

If you put the tip of the tongue in the same position as before, make a sound in the throat, and let this sound flow over the tongue with a buzzing noise, this will be the sound of the second; thus, **Z, z.**

If you press the margin of the fore part of the tongue against the gum of the upper front teeth, and force the breath through, you will make the sound of the third; thus, **T, t.**

If, while the tongue is in the position just described, you make a sound in the throat, this will be the sound of the fourth; thus, **D, d.**

Lesson VI.

Here are four more consonant letters in capitals and in small letters : —

K	C	G	J
k	c	g	j

If you keep the mouth open with the back part of the tongue raised against the roof of the mouth, and puff out the breath, you will make the sound of the first and the second, these two letters standing for the same sound; thus, **K, k, C, c.**

If, with the tongue in the same position as before, you make a sound in the throat, you will make the sound of the third; thus, **G, g.**

If you put the fore part of the tongue against the gum of the upper teeth, as for *t*, raising the tongue at the same time, so as to press the

roof of the mouth, and make a sound in the throat, forcing the tongue away from this position, this will be the sound of the fourth; thus, **J, j**.

NOTE.—The whispered sound *ch*, corresponding to the spoken or vocal sound *j*, is introduced on p. 20 in connection with the sounds of combined letters.

Lesson VII.

We will now put some of these sounds together, and pronounce them quickly, one after the other, so as to make words. Take **s** and **o**. First sound them separately: **s, o**. Now put these sounds together quickly: **so**. This is a word, is it not? Pronounce it again: **so, so**.

Now sound **g** and **o**, first separately, then together: **g, o, go**. Here is another word: **go**.

Next take **b** and **y** (*i*). Sound them separately: **b, y**. Now pronounce them together: **by**. This, too, is a word.

The letter **I** represents a word by itself: **I**.

Thus we have four words: —

so go by I

Let us put them together so as to make sense.

I go.	I go by.	So I go.
I go so.	I go by so.	So I go by.

This is learning to read, and after a few more lessons you will be able to read more difficult words than these.

NOTE.—The object of this lesson is to let the pupil see, as soon as possible, that the elementary drill on the sounds of the letters has a practical result in conferring the power to read printed words at sight.

Lesson VIII.

It will now be well to take up again the consonant letters you learned in previous lessons. Give the sound of each letter after me as I point to it.

P	B	F	V
p	b	f	v
b	f	v	p
f	v	p	b

These sounds joined with the long sounds of the vowels will make syllables; thus,—

Pa	pe	pi	po	pu	py
Ba	be	bi	bo	bu	by
Fa	fe	fi	fo	fu	fy
Va	ve	vi	vo	vu	vy

NOTE.—The teacher may explain that a syllable is a word or a part of a word in which the sounds are blended together without any break or interruption. The syllables and words introduced into the lessons should be carefully analyzed into their elementary sounds, and this practice should be continued until the pupil can pronounce them quickly at sight.

Lesson IX.

Give the sound of each letter after me as I point to it.

S	Z	T	D
s	z	t	d
z	t	d	s
t	d	s	z

Now join these sounds with the long sounds of the vowels to make syllables; thus,—

Sa	se	si	so	su	sy
Za	ze	zi	zo	zu	zy
Ta	te	ti	to	tu	ty
Da	de	di	do	du	dy

Lesson X.

Give the sound of each letter after me as I point to it.

K	C	G	J
k	c	g	j
c	g	j	k
g	j	k	c

Now join these sounds with the long sounds of the vowels to make syllables; thus,—

Ka	ke	ki	ko	ku	ky
Ca	—	—	co	cu	—
Ga	—	—	go	gu	—
Ja	je	ji	jo	—	jy

Lesson XI.

There are a few more consonant letters, the sounds of which you have not yet learned. Here are four of them in capitals and in small letters :—

M	N	L	R
m	n	l	r

If you close the lips, make a sound in the throat, and let it pass out through the nose, this will be the sound of the first; thus, **M**, **m**.

If you put the tip of the tongue against the roof of the mouth just above the upper front teeth, as for **d**, make a sound in the throat, and let it pass out through the nose, taking care at the same time to keep the lips open, this will be the sound of the second; thus, **N**, **n**.

If you put the tip of the tongue against the roof of the mouth just above the upper front teeth, make a sound in the throat, and let it pass out over the sides of the tongue, this will be the sound of the third; thus, **L**, **l**.

If you curl the tongue back so as to touch with its sides the roof of the mouth, leaving the tip free to move, make a sound in the throat, and let it pass over the top of the tongue, this will be the sound of the fourth; thus, **R**, **r**.

Lesson XII.

Give the sound of each letter after me as I point to it.

M	N	L	R
m	n	l	r
n	l	r	m
l	r	m	n

Now join these sounds with the long sounds of the vowels to make syllables; thus,—

Ma	me	mi	mo	mu	my
Na	ne	ni	no	—	ny
La	le	li	lo	—	ly
Ra	re	ri	ro	—	ry

Lesson XIII.

Here are three more letters in capitals and in small letters. The first two are consonants; the last is neither a consonant nor a vowel, but only a sign for an emission of breath. You have already learned one sound of the second letter,—the sound it has when used as a vowel. In this lesson you will learn the sound it has when used as a consonant.

W	Y	H
w	y	h

If you nearly close the lips, leaving only a small opening in front, and then make a sound in the throat, and let it pass out through this opening, this will be the sound of the first of these letters; thus; **W**, **w**, as in the word **Woo**.

If, while making the sound of **E**, you draw the tongue back and press it up close to the roof of the mouth, you will make the sound of the second of these letters; thus, **Y**, **y**, as in the word **Ye**.

To make the sound of the last of these letters, you have only to emit the breath as in panting; thus, **H**, **h**.

NOTE. — The sound of *w* differs from that of *oo* only in a greater closure of the lips, and the sound of *y* differs as little from the sound of *e*.

Lesson XIV.

Give the sound of each letter after me as I point to it.

W	Y •	H
w	y	h
y	h	w
h	w	y

Now join these sounds with the long sounds of the vowels to make syllables; thus,—

Wa	we	wi	wo	—	wy
Ya	ye	yi	yo	—	—
Ha	he	hi	ho	hu	hy

Lesson XV.

In the previous lessons, you have learned these words : —

A	I	O	Be	Me	We	Ye	He
Go	So	No	My	By			

If you put some of these words together, you will now be able to read the sentences which they make.

I go. We go. Ye go. I go so. We go so. Ye go so. O no, I go. O no, we go. I go by. Ye go by. We go by. I go by so. We go by so. O no, we go by so. O no, ye go by so. Ye go by me. So ye go by me.

Lesson XVI.

The vowels have each another sound, called the *short sound*. We may hear this sound in the following words : —

Hat Hen Hit Hot Hut Hymn

Pronounce these words after me. The first letter, you will remember, stands for a mere breathing; thus, *h, h*. Leave this off, and pronounce the rest of the words after me; thus,—

at en it ot ut ym

Now leave off the letter which is sounded last in each word, and we shall have the short sounds of the vowels alone; thus,—

a e i o u y

In the last of these words (*Hymn*), the last letter is silent, or has no sound, and it is therefore here printed with a shape different from that of the other letters, and it is called an *Italic letter*. In the lessons that follow, you will find other words which have silent letters printed in *Italic type*. The letters which are sounded are printed in what is called *Roman type*.

Lesson XVII.

Pronounce after me the following words, in which the vowels have their short sounds : —

an in on up
man pin top cup

You will notice that all these words end with a consonant, and that in the last four a vowel comes between two consonants.

Compare them with the following words, in which the vowels have their long sounds, and which you have learned already how to pronounce.

go so we me

These words, you will observe, end with a vowel.

You may tell, in most cases, whether a vowel has its short sound or its long sound, by remembering this general rule : —

If a vowel comes before a consonant in the same syllable, it has its short sound. If a vowel comes after a consonant, and is at the end of a word or a syllable, it has its long sound. But to this rule there are some exceptions, which you will learn by and by.

Lesson XVIII.

We will now form syllables by joining the short sounds of the vowels with the sounds of the consonants already learned, repeating at the same time the syllables formed with the long sounds of the vowels.

SYLLABLES FORMED WITH THE VOWEL a.

<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long.</i>
Pa-Ap	Sa-As	Ka-Ak	Ma-Am	Wa
Ba-Ab	Za-Az	Ca-Ac	Na-An	Ya
Fa-Af	Ta-At	Ga-Ag	La-Al	Ha
Va-Av	Da-Ad	Ja-Aj	Ra —	—

Lesson XIX.

SYLLABLES FORMED WITH THE VOWEL e.

<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long.</i>
Pe-Ep	Se-Es	Ke-Ek	Me-Em	We
Be-Eb	Ze-Ez	— Ec	Ne-En	Ye
Fe-Ef	Te-Et	Ge-Eg	Le-El	He
Ve-Ev	De-Ed	Je-Ej	Re —	—

Lesson XX.

SYLLABLES FORMED WITH THE VOWEL i.

<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long.</i>
Pi-Ip	Si-Is	Ki-Ik	Mi-Im	Wi
Bi-Ib	Zi-Iz	— Ic	Ni-In	Yi
Fi-If	Ti-It	— Ig	Li-Il	Hi
Vi-Iv	Di-Id	Ji-Ij	Ri —	—

Lesson XXI.

SYLLABLES FORMED WITH THE VOWEL O.

<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long.</i>
Po-Op	So-Os	Ko-Ok	Mo-Om	Wo
Bo-Ob	Zo-Oz	Co-Oc	No-On	Yo
Fo-Of	To-Ot	Go-Og	Lo-Ol	Ho
Vo-Ov	Do-Od	Jo-Oj	Ro —	—

Lesson XXII.

SYLLABLES FORMED WITH THE VOWEL U.

<i>Long. Short.</i>	<i>Long. Short.</i>	<i>Long.</i>
Pu-Up	Ku-Uk	—
Bu-Ub	Cu-Uc	Hu
Fu-Uf	Gu-Ug	—
Vu-Uv	Mu-Um	—

Lesson XXIII.

According to the general rule, a vowel has its short sound when it comes before a consonant in the same syllable. Pronounce the following words, first analyzing them, or giving the sounds in each separately.

Bad	Mad	Get	Hop
Can	Mat	Let	Log
Cat	Rat	Big	Not
Fat	Sad	Hid	Bun
Gas	Bed	Him	But
Lad	Beg	Sit	Run

Lesson XXIV.

Sometimes one letter takes the place of another. In such a case, the letters are said to be *equivalents* of each other. Thus this letter, **s**, sometimes takes the place of this one, **z**, as in the following words: —

As Has Is . His

Make the sounds in these words after me. The last sound is the same as that of the letter **z**. The dot placed under the letter **s**, in this book, shows that it has this sound.

There is another consonant letter which you have not yet learned. It is in the form of a cross, the capital and the small letter being just alike; thus,—

X

This letter stands for two sounds, as in the word

Six

You know what sound the first two letters stand for. What other sounds do I make when I pronounce this word?

If I should write the word thus,—

Siks

how would you pronounce it? That is exactly the same in sound as

Six

The last letter of this word, then, stands for **k** and **s**, or it is the *equivalent* of **ks**.

Pronounce the following words, giving first the sound of each letter by itself: —

Ox	Fox	Wax
Box	Mix	Vex

There are a few words in which this letter, **x**, stands for **gz**, as you will learn hereafter. At the beginning of words, it always has the sound of **z**; as in **Xenophon** (zen'o-fon).

NOTE. — The letter **x** is the equivalent not only of the whispered or aspirate letters **ks**, but of the corresponding vocal letters **gz** in some words before a vowel or the letter **h**; as in *example, exert, exhibit, exhort*.

Lesson XXV.

We will now put together some of the words you have already learned, and see how well you can read the sentences which they make.

I am in. He is in. It is I. It is he.
 I am up. Is he up? He is up. It is his.
 He has it. Let him go. Can he go? He
 can go if I go. As I go, so he can go.
 It is a big box. If he can get it, I can get
 it. Let me get it if I can. Can I get it?
 O no, he has hid it. If he has hid it I can
 not get it. He is not up. He is in bed.
 He can get up, but he can not sit up. Is
 he sad? No, he is not sad. It is an ox,
 is it not? It is a fat ox. He is not a bad
 ox, but if we vex him we can not get him.

Lesson XXVI.

A consonant letter is doubled at the end of some words, but it is sounded only once. Take, for example, the following words, and pronounce them as I point to them : —

Add	Hill	Doll	Buff
Back	Ebb	Deck	Sick
Brick	Hiss	Kick	Cuff
Bell	Puff	Inn	Buzz
Less	Ill	Loss	Dull
Sell	Kiss	Odd	Moss
Tell	Mill	Off	Hull
Well	Pack	Pick	Lock
Egg	Will	Toss	Luck

Lesson XXVII.

A letter in a word is sometimes silent, or has no sound. Thus the letter *e* is almost always silent at the end of a word, but when it comes after a single consonant, with few exceptions, it shows that the preceding vowel is to have its long sound.

Pronounce the following words, and compare those in the first column, in which the vowel has its short sound, with those in the second column which end with a silent *e*, and in which the preceding vowel has its long sound. The silent *e* is printed here in *Italic* type.

<i>Short.</i>	<i>Long.</i>	<i>Short.</i>	<i>Long.</i>	<i>Short.</i>	<i>Long.</i>
Bit	Bite	Hid	Hide	Rat	Rate
Can	Cane	Hop	Hope	Rip	Ripe
Fat	Fate	Man	Mane	Rob	Robe
Fin	Fine	Mat	Mate	Rod	Rode
Hat	Hate	Mop	Mope	Tin	Tine

NOTE. — When the teacher directs the pupil to *pronounce* words, it should be understood that the words are first to be *analyzed*, or *spelled by sound*.

Lesson XXVIII.

If you have learned well the previous lessons, you will now be able to read the following sentences: —

He is ill. Will he get well? I hope so. His loss is not so bad as mine. Yet it is like mine. — We can take a ride if we like. We will sit side by side. It is late. Let us be off. Can we get home in time? Yes, if we ride but a mile. — Did he tell us he had a cane? No, he gave me his cane. It is in a box. — He has made a fine robe, has he not? It is as fine as it can be. — It is a pin. Pick it up.

Lesson XXIX.

With one exception, you have now learned all the letters of the alphabet so as to know the shape of each, but you have not yet learned all the sounds which they stand for. Some of them stand for several different sounds, and some of them are joined together to stand for a single sound.

Pronounce after me the following words : —

All	Tall	Hall
Call	Ball	Fall

The vowel **a** has here neither its long sound nor its short sound, but one quite different from either of these. Make this sound by itself, omitting the other sounds.

This is the sound which the vowel **a** has before the consonant **l**, when it is doubled at the end of a word of one syllable.

Now pronounce after me the following words : —

Awl	Jaw	Raw
Fawn	Law	Saw

In these the same sound is heard as in the previous words. Make this sound by itself. It is the same sound, but there are two letters to stand for it instead of one; namely,—

aw

Lesson XXX.

Pronounce after me the following words : —

Daub	Haul	Laud	Maul
------	------	------	------

In these, too, we hear the same sound as formed the subject of the last lesson. Make this sound by itself. And here, also, there are two letters to stand for it; namely,—

au

There is still another sign for this sound. Pronounce after me the following words : —

Or	For	Nor
----	-----	-----

In these we hear again the same sound as before, but only a single letter is used to stand for it; namely,—

O

This vowel, however, stands for this sound only before the consonant **r**.

We have, then, four signs for this sound; namely,—

a aw au O

NOTE.—The teacher should be careful to see that the pupil gives the sound of **r**, after that of **o**, in such words as *or*, *for*, *nor*, which are often mispronounced *aw*, *faw*, *naw*.

Lesson XXXI.

You are now prepared for another exercise in reading.

Is it a fox, or is it a fawn? I can not tell. It is not a cat, for a cat is not so tall. It is so tame it will not run off. Bob will call his dog, but his dog is so fat he can not run so well as a fawn can run. If it is a fawn, Bob will not let his dog kill it, nor bite it. If it is a fox, he will hide in a hole.

It is a big log. I can not haul it. Get a rope. We will all haul it. A man will saw it for us at a mill. If he has a maul, will he sell it? No, he will not sell it, but he will make a maul for us if he has time.

Tell him I will go if he will go. We can all go. Can we ride? Yes, we can ride if we like. Bob has a gig. Tom has a gig. So we can all ride. It is well we can, for it is wet.

Lesson XXXII.

Pronounce the following words, in which two or more consonants come together : —

Bran	Bred	Sled	Blot
Brand	Bled	Drip	From
Glad	Blend	Grip	Plot
Grab	Dress	Slip	Drug
Plan	Glen	Slit	Smut

And	Desk	Milk	Bulk
Sand	Nest	Limp	Hunt
Bend	Digs	Fond	Musk
Sent	Fist	Lost	Rust
Went	Lift	Robs	Tuft

Scrap	Strap	Split	Sprig
-------	-------	-------	-------

Lesson XXXIII.

He has lost his hat and his cane. It is a sad loss, for he can not go till he has his hat, and he will fall if his cane is not in his hand. Let him stop till he can ride home on a sled. We will lend him a hat. He can take mine. — He has a top, a slate, and a strap in his desk. It is an odd top. It can spin and hum like mine. But if it stops, it will stand up, and not fall. So he tells me. Is it not an odd top?

Lesson XXXIV.

You have seen that this letter, **h**, when it is put before a vowel, stands for a mere breathing, as in the word **hat**. This letter stands also for a mere breathing when it is put after the consonant **w**, though it is in reality sounded before it. You will notice the difference between the sound of **w** and the sound of the letters **wh**, if you listen to me when I pronounce the following words one after the other:—

wen, when; wet, whet; wine, whine

Pronounce these words, first giving each sound separately; also the following words:—

whip white whiz

NOTE.—As the sound of *w* differs from that of *oo* only in a greater closure of the lips, so the sound of *wh* differs in like manner from that of *hoo*. This combination was originally written *hw*, as pronounced.

Lesson XXXV.

When the letter **h** is put after the consonant **t**, each of these letters loses its own sound, and the two together stand for the sound we hear at the beginning of the words

Thin Thump

Pronounce these words. Notice how you make the first sound. You put the fore part of the tongue against the upper teeth, forcing out the breath; thus, **th**, **th**. This is a whispered sound. It is that made in lispings.

If, now, while the tongue is in this position, you make a sound in the throat, that is, if you speak the sound out loud, instead of whispering it, you will make the first sound heard in the words

The Then This

Pronounce these words. Now make the first sound by itself; thus, **th**, **th**.

The same two letters, you will notice, are used to stand both for the whispered sound, as in the word **thin**, and the spoken sound, as in the word **the**. The spoken or vocal sound is used much oftener than the whispered sound; and so in this book the two letters **th**

without any mark will stand for the spoken sound, and the same letters with a line under the two will stand for the whispered sound; thus,—

Spoken.

The
Then

Whispered.

Thin
Thump

Lesson XXXVI.

Is that the man I saw when I went up the hill? Yes, it is he. His dress is wet and thin. He will be glad if we let him stand by the stove. Go call him in, and bid him rest till he gets dry. — The gun has a ball in it, and when the man lets it off, the ball will whiz by us. It will not strike us, will it? It will not strike us if we sit still. — The dog has a lame leg. He runs with a limp. A man hit him with a whip, and made him whine. The man had on a white hat. Is he not a bad man that will whip a dog so?

Lesson XXXVII.

When the letter **h** is put after the consonant **s**, each of these letters loses its own sound, and the two together stand for the sound we hear at the beginning of the following words: —

She	Shop	Shun
Ship	Shot	Shy

We hear the same sound at the end of the following words: —

Blush	Fish	Gush
Dish	Flesh	Hush

Pronounce these words. Notice how you make this sound. You raise the fore part of the tongue so that the sides shall touch lightly the roof of the mouth, and then let the breath flow over the middle of it; thus, **sh, sh**. It is a whispered sound.

If, now, while the tongue is in this position, you make a sound in the throat, this will be a spoken sound; thus, **zh, zh**.

The two letters **zh** may be used here to stand for this spoken sound. Make the whispered sound and the spoken sound one after the other; thus, —

sh—zh ; sh—zh ; sh—zh

NOTE. — The spoken or vocal sound here represented by **zh** occurs only in words of two or more syllables, as in *azure, vision, pleasure, decision, &c.* Such words may be respelled by the use of the combination **zh**. (See Lesson CI., p. 78.)

Lesson XXXVIII.

He is a fine lad, but he is shy. A kiss will make him blush. When he saw me, he went off and hid in the shed. Is he so odd? Yes, he is odd; yet I like him. — This is a shop. I will go in and get a fish. Tom can take it home for us. I hope he will not let it fall in the sand. — I wish I had my gun. It is shut up in the shed, so that I can not get it. — When the cat saw the milk, she let the rat drop, and he ran off. Then the dog came, and hit the cat with his big paw. She fell with a thump.

Lesson XXXIX.

When the letter **h** is put after the consonant **c**, each of these letters loses its own sound, and the two together stand for the sound we hear at the beginning of the following words: —

Chap

Chip

Chop

Chin

Choke

Chum

We hear the same sound at the end of the following words : —

Much

Such

Which

Pronounce these words. Notice how you make this sound. You put the fore part of the tongue against the gum of the upper teeth, as for *t*, raise the tongue at the same time so as to press the roof of the mouth, as for *sh*, and force the breath through; thus, *ch*, *ch*. It is a whispered sound, corresponding to the spoken sound *j*.

When the letter *h* is put after the consonant *p*, each of these letters loses its own sound, and the two together stand for the sound of *f*, as in the following words : —

Nymph

Phase

Phrase

Pronounce these words. Remember that *ph* is the equivalent of *f*.

NOTE. — The sound represented by *ch* resembles very nearly a combination of the sound of *t* and of *sh*, as will be seen if the attempt is made to sound *sh* while the tongue is in the position for *t*.

Lesson XL.

Is that a fly on his chin? It is a fly or a bug; I can not tell which. I hope it will not bite. Will he not kill it? No, he will drive it off, but he will not kill it. No fly nor bug will shun such a man. — When we saw the ship, we felt glad she had got home safe. The mate is a brave man. I like him much. Did his wife go with him in the ship? Yes, she did. But she is ill at this time, and can not go with him on the next trip. — I wish I had such a white ox as I saw on the hill. He is on the hill yet, with a fawn at his side. — “By and by” is a short phrase.

Lesson XLI.

When the letters **n** and **g** are put together, each letter loses its own sound, and the two combined have the sound we hear at the end of the following words : —

Hang	Ring	Long	Wing
Sang	Sing	Song	Flung
Sprang	String	Strong	Hung
King	<u>Thing</u>	<u>Throng</u>	Sung

Pronounce these words. Notice how you make this sound. You raise the back part of the tongue against the roof of the mouth, as for **k** and **g**, and make a sound in the throat, letting it pass out through the nose, taking care at the same time to keep the lips open; thus, **ng, ng**.

Lesson XLII.

You have already learned three sounds of the vowel **a**. How do you pronounce the following words?

Hate	Hat	All
------	-----	-----

Here we have three sounds of the vowel **a**: the long sound, the short sound, and the sound it has before the consonant **l** doubled. The vowel **a** has still another sound. It is the sound we hear before **r** in the following words : —

Arm	Dark	Jar	Spar
Art	Far	Lark	Star
Bar	Farm	March	Start
Bark	Hard	Shark	Tar
Car	Harsh	Sharp	Tart

Pronounce these words. Now leave off the sounds of the other letters, and pronounce this sound of the vowel **a** by itself; thus, **a, a**. This is the sound the vowel **a** generally has when it comes

before the consonant **r**. It has the same sound when it comes before the letter **h**, as in the following exclamations : —

Ah

Bah

The vowel **a** has also the same sound, sometimes, when it does not come before either of the letters **r** or **h**, as in the following words : —

äunt

cälm

Pronounce these words. The letters printed in *Italic type* are silent. When the vowel **a** has this sound, and does not come before **r** or **h**, it will be printed in the reading lessons with two dots over it, as you see here.

Lesson XLIII.

She can sing like a lark. Is it the song she sang at the spring? It is not the same, but it is much like it. — When we go on a long march we must start in time. We must get up while it is yet dark. He can not march as well as I, for he is not so strong. — That thing is wet. Hang it on a string. I can not hang such a thing as that on a string. It is hard, and will not bend. Then let the sun shine on it till it is dry. — Bring all the balls he has got in the box. Tell me which is the best. That is the ball his äunt gave him. Ah, yes, that is the best. It is not so hard as this ball which I gave him, and which is like a stone. This will make him cry if it hits him. But that ball is much less like a stone.

Lesson XLIV.

When the vowel **o** is doubled, the two letters together stand for the sound we hear in the middle of the following words : —

Brood	Gloom	Loop	Soon
Droop	Hoof	Moon	Spoon
Food	Hoop	Noon	Stoop
Fool	Loom	Sloop	Tooth

Pronounce these words. Now leave off the sounds of the other letters, and pronounce the sound of the double **o** by itself; thus, **oo, oo.**

The same double **o** stands for the shorter sound we hear in the middle of the following words : —

Boök	Fööt	Höök	Shöök
Cöök	Gööd	Löök	Töök

Pronounce these words. Now pronounce this short sound of double **o** by itself; thus, **oo, oo.**

Make the long sound and the short sound of double **o**, one after the other; thus,—

oo—öö ; oo—öö ; oo—öö

When double **o** has the short sound in the reading lessons, a curved mark will be placed over the two letters, as you see here.

Lesson XLV.

The moon is up. We must soon go. Let us take that böök with us. It is a gööd böök. I wish I had such a böök as that at home. — Did that man ring the bell? He rang it, and then went off. I saw him stoop at the gate, and pick up my hoop.

He hung it on his arm. Why he took the hoop I can not tell. I hope he will bring it back. — I will start for the farm in a short time. It is not noon yet. — The shark is a long fish, and he has a sharp tooth. His flesh is not good for food. — An ox has a hoof that is cleft or split. So, too, the fawn has a foot that is cleft.

Lesson XLVI.

When the two vowels **o** and **i** are taken together, the two combined stand for the sound we hear before the sound of **l** in the following words : —

Boil	Oil	Spoil
Foil	Soil	Toil

We hear the same sound at the end of the following words : —

Boy	Joy	Toy
-----	-----	-----

In these last words, the letter **y**, instead of **i**, is joined with the letter **o**, to stand for this sound. Pronounce these words. Now leave off the other letters, and pronounce this sound by itself; thus, —

oi, oy ; oi, oy ; oi, oy

NOTE. — This sound is not simple, but compound, being made up of **o**, as in *or*, and short *i*.

Lesson XLVII.

When the two vowels **o** and **u** are taken together, the two combined stand for the second sound we hear in the following words : —

Bound	Hound	Mound	Round
Found	Loud	Pound	Sound

The letters **O** and **W**, when taken together, sometimes stand for this sound, as in the following words : —

Bow	Crowd	How	Town
Cow	Down	Now	Vow

Pronounce these words. Now leave off the other letters, and pronounce this sound by itself; thus; —

ou, ow ; ou, ow ; ou, ow

NOTE. — This sound is not simple, but compound, being made up of *a* as in *far* and *oo* as in *food*.

Lesson XLVIII.

Will she cōok the egg? Yes. How will she cōok it? She will boil it. — He is a gōod boy. He gave Tom his ball as soon as he found it. Tom tōok it with much joy. — The cow has a cleft hoof, as well as the ox and the fawn. The rich milk which she brings home is food for us. It will spoil, if we let it stand too long. — It is noon. Now ring the bell. The loud sound will call in the men from the farm. Let them rest a while from toil. We will all sit down on the ground.

Lesson XLIX.

. We will take up now another sound, which you have not yet learned. It is the sound we hear before the sound of **r** in the following words : —

Urn	Turf	Curl
-----	------	------

Pronounce these words after me as I point to them. Here the vowel **u** stands for this sound. Now leave off the other sounds, and pronounce this sound by itself; thus, **u, u.**

The same sound is heard before the sound of **r** in the following words: —

Her

Herd

Err

Pronounce these words after me as I point to them. Here the vowel **e** stands for this sound.

The same sound is heard before the sound of **r** in the following words: —

Sir

Fir

Bird

Pronounce these words after me as I point to them. Here the vowel **i** stands for this sound.

We have, then, the three vowels, **u, e, i**, all standing for this sound before the consonant **r**; thus, —

ur

er

ir

The same sound is heard before the consonant **r** in the following words, in which the **r** stands both for this sound and for its own sound: —

Here

Fire

Pore

Pure

Pronounce these words after me as I point to them. You will notice, that we pronounce these words almost as if they were written thus: —

Heur

Fiur

Pour

Puur

But we must not make any pause between the two vowel sounds. They should be closely blended. The consonant **r** thus stands for the sound of **u** as in **urn**, and for its own sound whenever it follows the long sound of any of the vowels.

NOTE. — The sound of the vowels **u, e, and i**, before **r**, as in **urn, her, sir**, is a lengthened form of the short sound of **u**. The proper short sound of **u** sometimes occurs before **r**, as before other consonants, as in **hūr'ry, cūr'ry**. It is a peculiarity among the more refined classes of English society to give, in many words, to **e, i**, and the digraph **ea** before **r**, as in **term, girl, earth**, a sound intermediate between that of short **e** and that of **u** as in **urn**.

Lesson L.

That wōōd is wet. It will not burn. Bid the boy bring dry chips. Here he is at the well. — The bird will not sing when it is so dark. The sun will shine soon, and then he will sing. His mate has a nest on the turf close by the brōōk. I saw six eggs in it. — That ox has left the herd. He will turn down the lane. Can he hurt us with his horns? No, with such short horns he can not hurt us. — The lame boy will not go out till that dog is shut up. He is a big dog, but his bite is not so bad as his bark. — A sphere is a globe or ball.

Lesson LI.

You have already learned four sounds of the vowel **a**. How do you pronounce the following words? —

Hate**Hat****All****Far**

Here are four sounds of the vowel **a**: the long sound, the short sound, the sound it has before the consonant **l** doubled, and the sound it has before the consonant **r**. The vowel **a** has still another sound before **r** in some words, particularly when a silent **e** follows it. Notice how I pronounce the following words: —

Care**Share****Snare****Spare**

Pronounce these words.

NOTE. — The sound of **a**, as in *care*, is heard in English only before that of **r**. In an accurate pronunciation, it approaches very nearly the sound of short **e** prolonged. Some orthoëpists maintain, that it is identical with long **a**, which is a diphthongal or compound sound, having for its initial element short **e**, or a sound closely allied to this, and for its final element a slight sound of long **e**. We may, therefore, properly regard the sound of **a**, as in *care*, to be the sound of long **a** with the final element omitted.

Lesson LII.

Take care and not spill the oil. A drop will spoil that gōōd dress. — How far off is the shop? It is less than a mile. It is down by the brōōk. Can this boy go and point it out? Yes, I can spare him a short time. — If I set a snare in the wōōd, will it spring and hang up the fox? No, the fox will not let his fōōt hit the snare. He is not such a fool. He is too wīse for that. — When I came from town, I saw a crowd stare at a man that stōōd on his hands. He did not fall, but he stōōd still a long while.

Lesson LIII.

You have already seen how one letter is sometimes used to stand for another. Thus **s** is often used for **z**, as in the following words : —

As Has Is His

You have seen, also, how two letters are sometimes used for one sound. Thus **aw** and **au** stand for one sound, the same sound that **a** alone stands for before **l** doubled, and the same that **o** stands for before **r**. You will remember the following words : —

All Or Saw Haul

You will remember, too, how two letters are used to stand for one sound in the following words : —

The Thin She Chin Phrase Hang Food

Two letters that stand for one sound make what is called a *digraph*. Thus **aw**, **au**, **th**, **sh**, **ch**, **ph**, **ng**, **oo**, are digraphs.

When different single letters or different digraphs stand for the same sound, they are said to be *equivalents* of one another, or *substitutes* for one another. Thus the letter **s**, as you have already learned, is the equivalent of **z** in the words **is**, **has**; so also the letter **o** and the digraphs **aw**, **au**, are the equivalents of **a** in the words **or**, **saw**, **haul**.

Lesson LIV.

There are several equivalents of the long sound of **a**. Notice how I pronounce the following words : —

Aid	Bait	Rain	Wait
Aim	Rail	Maid	Vain
Bay	Gay	Lay	Say
Day	Hay	Nay	Way
Rein	Skein	Vein	Veil
Dey	Prey	They	Whey

Now, pronounce these words as I point to them. We hear the same long sound of **a** in all of them. But you will see that there are four different digraphs that stand for this sound; namely, —

ai ay ei ey

These digraphs, however, are in reality only two, because **ay** and **ey** are only the forms which **ai** and **ei** take when they come at the end of a word.

Lesson LV.

The sky is black with clouds. It will rain soon. The men must rake up the hay, or it will get wet. They can take it in a cart, and then pile it on the mow in the

barn. — At the shops they sell silk by the skein, or by the spool. But, if it is wound on a spool, we must pay more for it. — The hawk is a strong bird. While on the wing he will dart at his prey, and take it off in his claws. He is not like the owl, for the owl will not stir much for his prey till it is dark. — Is that veil brown? No; it is dark red. — The dog lay in wait for the hare a long time.

Lesson LVI.

Notice how I pronounce the following words : —

Bee	Flee	Meet	Seen
Beef	Fleet	Need	Sheep
Eel	Greet	See	Sheet
Feel	Keep	Seek	Sleep
Feet	Meek	Seem	Steep
Beat	Leaf	Mean	Seat
Eat	Lean	Meat	Speak
Heap	Leap	Neat	Steal
Hear	Least	Pea	Steam
Heat	Meal	Sea	Tea

Pronounce these words as I point to them. We hear the long

sound of *e* in all of them. But you will see that there are two different digraphs that stand for this sound; namely, —

ee

ea

NOTE. — The teacher should point out to the pupil how words that sound just alike, but which look different to the eye, have different meanings, as *be* and *bee*, *meet* and *meat*, *see* and *sea*.

Lesson LVII.

Hark! I hear a bee hum. If we vex him, he will sting us. But, if we let him eat his sweet food, he will not hurt us. I see him now on the tree. He sits on a leaf. He will not stay long. He can keep on the wing as well as a bird. When the sun is down, he will sleep in his hive. — Kate is a good girl. She will not speak in a loud tone when her aunt is ill. Nor will she leap, and run, and act like a boy. When we meet her in the street, she has on a neat dress. No stain is seen on it. — Fish will bite best at a hook on a calm day. If the stream is still, they can see the bait. On such a day I saw a boy jerk out a fish, which had the hook deep down in his mouth. The boy took it out in the best way. He did not need the least help. He is such a boy as I like, for he will not sit down and cry if he has not good luck at first. But he will try and try till he gets the thing that he seeks.

Lesson LVIII.

Notice how I pronounce the following words : —

Bloat	Croak	Loaf	Road
Boat	Foam	Loan	Roam
Cloak	Goad	Loath <u>h</u>	Shoal
Coach	Goal	Oak	Soak
Coal	Goat	Oat	Soap
Coat	Hoax	Oath <u>h</u>	Throat
Coax	Load	Poach	Toad

Pronounce these words as I point to them. We hear the long sound of **o** in all of them. But in each of them we see a digraph standing for this sound; namely, —

oa

Lesson LIX.

When we burn coal we get heat. From heat we get steam. By steam we can make a wheel turn in a boat, so that the boat will go on the sea just as well as with a sail. — When we speak we make sounds in the throat. These sounds go out from the mouth, and then they that stand by can hear us. — The oak is a strong tree. With its wood we can make big ships that will float like cork. We can stay in them, and roam on the deep sea. We may be as safe in them as in a coach on a road. — An ox will eat

oats, but his best food is corn or meal. By this he gets strength, so that he can haul a big load.

Lesson LX.

Notice how I pronounce the following words:—

Few	Mew	Pew
Hew	Mewl	Spew

Pronounce these words as I point to them. We hear the long sound of **u** at the end of each of them. But in each we see a digraph standing for this sound; namely, —

ew

Now notice how I pronounce the following words:—

Brew	Drew	Screw	Shrewd
Crew	Grew	Shrew	<u>Threw</u>

Pronounce these words as I point to them. We hear the same sound at the end of all these words, the sound of **oo**, as in *food*. But we see instead of the digraph **oo** standing for this sound, the digraph

ew

This is the same digraph we have just seen standing for the long sound of **u**. That is, it is the equivalent of both **u** and **oo**. How shall we know, then, whether it stands for one or the other? We may know in this way: it stands for **oo** whenever it comes after the letter **r**, as you see it does in the words just given.

So, too, the letter **u** stands for **oo** whenever it comes after the letter **r**, as in the following words:—

Brute	Rude	Rule	True
-------	------	------	------

Pronounce these words as I point to them. Remember that the long sound of **u** cannot come after the sound of **r**.

NOTE.—The long sound of **u** is not a simple, but a compound sound, its initial element being the consonant **y**, and its final element the sound of **oo**, as in *food*. When it begins a word or a syllable, the initial element is very dis-

tinely pronounced, but when it follows some of the consonant sounds, especially the sound of *d, t, l, n, s, j, th, or ch*, it is very difficult to sound the initial element *y*, and this element is therefore changed, in such cases, into a slight sound of long *e* or of short *i*, a sound closely allied to that of consonant *y*. After the consonant sound of *r*, of *sh*, or of *zh* (as in *rule, sugar, usual*), the initial element of long *u* is dropped altogether, and only the final element (*oo* or *öb*) is heard.

Lesson LXI.

Plants need rain or dew. They will not thrive if the ground is too dry. Tom tells me he saw at the South a few plants that grew, not in the soil, but on a tree. They drew the food they need from its bark. — See that small bird ! How she hops and sings. She flew just now from her nest in that shrub. Let us look at the nest. It may be she has eggs in it. Yes, I can see them. I can count three. How clean and how new the nest looks ! We must not stay by it long. No good boy will hurt such a bird, nor scare her, nor steal her eggs. — The fox is shrewd. He will creep in a sly way till his prey is near him, and then he will jump on it. So, too, is the cat shrewd. She will keep still and not mew when she sees a rat. But as soon as she can reach him with her paw she will spring. — See that oak tree ! See how it grew near the rock, and how it threw out its roots in the clefts ! We can make here a rude seat, and, while we sit in the shade, let us eat our food. — Be true in all things. This is a good rule.

Lesson LXII.

Notice how I pronounce the following words :—

Face	Mice	Place	Rice
Grace	Nice	Price	Slice

Dunce	Fence	Ounce	Whence
-------	-------	-------	--------

Pronounce these words as I point to them. We hear the sound of **s** at the end of all of them. But in the place of the letter **s** standing for this sound, we see two letters, or a digraph; namely, —

ce

or the letter **c** and the vowel **e**.

Notice how I pronounce the following words :—

Cage	Huge	Page	Rage
------	------	------	------

Pronounce these words as I point to them. We hear the sound of **j** at the end of all of them. But in the place of **j** standing for this sound, we see the digraph

ge

or the letter **g** and the vowel **e**.

You have seen that the letter **c** has two sounds, the sound of **k** and the sound of **s**. The first is called its hard sound, and the second its soft sound.

You have seen, also, that the letter **g** has two sounds, the sound it has in the word **Go**, and the sound of **j**. The first is called its hard sound, the second its soft sound.

Remember this rule : *Both of the letters c and g always have their soft sound when they are followed by e at the end of a word.*

NOTE.—When **n** and **g** come together they generally have the sound we hear at the end of the word **Sing**. But observe, that, if **e** ends a word after these two letters, they are pronounced separately, and **g** has its soft sound, according to the rule just given.

Pronounce the following words :—

Fringe	Hinge	Singe	Plunge
--------	-------	-------	--------

NOTE.—The consonants **c** and **g** generally have their soft sound before any one of the letters **e**, **i**, and **y**, but there are some exceptions, which will be considered hereafter. (See Lesson XCVI. p. 70.)

Lesson LXIII.

The girl I met on the road wore a nice dress. She had a veil on her face, and a book in her hand. It is six days since I saw her. — When we shut up a bird in a cage, it seems as if he did not feel sad. He eats, and hops, and sings. If we let him out, he will not fly off at first. He will stay near the cage. Yet in a short time he will like the ground, the trees, and the sky best. He can not speak, but we may say for him : “Am I not a slave in that cage? Did not God make me free? Can I not fly and soar? Can I not get food with my beak and claws? Yes, I will trust my wings, my bill, and my feet. I will leave this place ; I will seek a new home.” — Close by the fence lay a huge snake. I threw a stone at him. It did not hurt him. But it made him hiss. I left him in his rage. The next time I see a snake, I will scare him, and let him run off. I will not kill the poor brute.

Lesson LXIV.

There is only one more consonant letter which you have not yet learned. Here it is in its two forms, the capital and the small letter : —

Q

q

It stands for the same sound that **k** stands for, and it is always followed by the letter **u**. But this letter, **u**, when it is thus put with

q, generally takes the sound of w. So that the letters q and u, when they come together, have precisely the same sound as

kw

Pronounce the following words : —

Quack Queen Quick Quirk

Quail Queer Quill Quit

Quaint Quell Quilt Quiz

Quake Quench Quince Quote

Square Squeal Squib Squire

Squeak Squeeze Squint Squirm

NOTE.—There are a few words in which u is silent after q, as in *liquor*, *coquette*, *antique*, *unique*. These will be introduced in a subsequent lesson. (See Lesson CII. p. 79.)

Lesson LXV.

Quails can run at a quick pace. They go in flocks. They make a loud sound with the wings when they rise from the ground. On a still day we can hear the queer note they make. It is sweet and clear. They make the same note twice, then a third note like, but not quite like, the first. — How, by the ear, can we tell ducks from pigs? In this way: Ducks quack, pigs squeal. — I am glad it rains, for the rain will quench the fire in the woods. The beasts and birds quake with fear when they see such a fire rage. As yet it has burnt but a few trees.

Lesson LXVI.

You will remember that when **n** and **g** are put together, they have the sound we hear at the end of the following words : —

Hang Ring Long Wing

Pronounce these words. You will notice, that in making this sound the back part of the tongue is raised against the roof of the mouth in the same way as for **k** and **g**. You will observe, also, that this sound passes out through the nose in the same way as the sound of **n**. It is for these reasons that the sound of **ng** is given to the letter **n** whenever this letter comes before the letter **k**, as in the following words : —

Bank	Ink	Brink	Shrink
Blank	Lank	Chink	Sink
Clank	Sank	Clink	<u>Think</u>
Drank	Shank	Drink	Junk
Hank	Blink	Mink	Trunk

Pronounce these words. If you try to give to **n** in these words the sound it usually has, you will see how much more difficult it is to do this than to give to it the sound of **ng**. You will not be apt, therefore, to make a mistake in pronouncing these words. But it will be well to remember the rule, that *the letter n before k in the same syllable, is the equivalent of ng.*

NOTE. — The letter **n** is also the equivalent of **ng** at the end of an accented syllable, when the letter **g** or **k**, or a letter having the sound of **k**, follows it in the next syllable, as in *an'gle, hun'ger, trin'ket, con'cord, ban'quet*. This class of words will be introduced in a subsequent lesson. (See Lesson CII. p. 79.)

Lesson LXVII.

The trout is a shy fish. If we step on the bank near a brook, the jar will scare him. But we can lure him with bait, if we keep quite still. We must not let the bait sink down too far. When he sees it, he will dart out at it. — The

mink will kill a hen by a bite in the throat. He will not eat her flesh, but he will drink from her veins. He is a small lank beast, with dark brown fur. — I think the poor man at the gate needs food. How he will thank us if we get it for him. Let him stay here and rest.

Lesson LXVIII.

You will remember the general rule, that if a vowel comes before a consonant in the same syllable it has its short sound. There are some exceptions to this rule. Notice how I pronounce the following words : —

B <u>i</u> nd	M <u>i</u> nd	Gr <u>o</u> ss	P <u>o</u> st
Bl <u>i</u> nd	W <u>i</u> ld	H <u>o</u> ld	R <u>o</u> ll
Ch <u>i</u> ld	B <u>o</u> ld	H <u>o</u> st	Sl <u>o</u> th
F <u>i</u> nd	B <u>o</u> lt	L <u>o</u> th	S <u>o</u> ld
K <u>i</u> nd	B <u>o</u> th	F <u>o</u> ld	T <u>o</u> ld
M <u>i</u> ld	Dr <u>o</u> ll	M <u>o</u> st	T <u>o</u> ll

You will see that, by the general rule, the vowel in each of these words would have its short sound. But in fact it has its long sound, which is shown here by the straight line placed over the vowel. Pronounce these words as I point to them.

You will remember, too, the general rule, that when the vowel *e* comes after a single consonant, and is silent at the end of a word, it causes the preceding vowel to have its long sound. There are a few exceptions to this rule. Notice how I pronounce the following words : —

Have Give Live

The vowel *e* follows a single consonant, and is silent at the end of each of these words. Yet the preceding vowel has by usage its short sound, which is shown here by the curved line placed over the vowel. Pronounce these words as I point to them.

There are some other words in which a vowel has its long sound or its short sound instead of the sound it would have according to a general rule. When such words are used in the lessons that follow, the vowel will have a mark over it, a straight line for the long sound, or a curved line for the short sound.

Pronounce the following words : —

Chānge Strānge Hāste Wāste

What sound would you give to the vowel **a** in these words if the straight line were not placed over it?

Pronounce the following word : —

Shäll

What sound would you give to the vowel **a** in this word if the curved line were not placed over it?

Pronounce the following words : —

Fört Pörk Shörn Törn
Pörch Pört Spört Wörn

What sound would you give to the vowel **o** in these words if the straight line were not placed over it?

Lesson LXIX.

She is a strānge child. She will take a böök and read it while the boys and girls run and play near her. I fear she reads and thinks too much. The brain must hāve rest. I shall be glad if she will leave her böök at hōme, and join in the spört. — When a sheep is shörn in the spring she lōöks bare and cōld. Her fleece or wööl is her coat. It is cut off and sōld. Then men weave it, and make a shirt or a coat for us. — Too much hāste will make wāste. A quick way

may not be the best way. We must take pains with that which we have in hand.

Lesson LXX.

Pronounce the following words : —

Arm

Ah

Călm

You will remember to have learned these words in a previous lesson. They show what sound the vowel **a** has before **r**, before **h**, and in a few other cases noted in this book by two dots placed over this vowel. This sound of **a** is called the *Italian sound*.

Notice how I pronounce the following words : —

Ask

Clasp

Grasp

Past

Blast

Fast

Last

Rasp

Cask

Flask

Mask

Task

Cast

Gasp

Mast

Vast

Brass

Class

Glass

Pass

Craft

Graft

Raft

Staff

Draft

Haft

Shaft

Waft

Chance

Dance

Glance

Lance

You will see that the sound of **a** in these words is not its regular short sound, which it would have according to the general rule, but the Italian sound slightly shortened. It has this sound especially before **s** and **f**. Pronounce these words as I point to them.

NOTE. — Some speakers, both in England and in the United States, give to the vowel **a** in words of this class its short sound, saying *ask, fast, class, craft*, &c., while others give to it its full Italian sound. The majority of good speakers, however, pronounce the **a** in such words with the Italian sound slightly shortened.

Lesson LXXI.

You have already learned that a letter in a word is sometimes silent, or has no sound. There are some words in which there are more than one silent letter. A few have as many as three silent letters. The *Italic letters* in the following words are silent. Notice how I pronounce these words:—

Debt	Crumb	Lamb	Numb
Cōmb	Dumb	Limb	<u>Th</u> umb
Knack	Kneel	Knife	Knock
Knee	Knell	Knob	Know
Cälf	Hälf	Bälm	Cälm
Gnash	Gnat	Gnaw	Sign
Ghōst	Psälm	Pshaw	Kiln
Swōrd	Wreck	Wring	Wrote
Whole	Wren	Wrist	Wrong
Wreath	Wrench	Write	Wrung
Brīght	Līght	Sīgh	Taught
Fīght	Nīght	Sīght	Though
Hīgh	Rīght	Straight	Tīght

Pronounce these words as I point to them. In *some of them* you will see that the silent consonant or consonant digraph shows that the vowel is to have its long sound. Thus, if it were not for the silent *g* in *sign*, we should call the word *stn*; and *bright*, *fight*, &c., without the silent *gh*, would be *brīt*, *fīt*, &c. But in *debt*, the silent *b* has not this effect, the word being pronounced *dēt*, just as if it were written without the *b*.

Lesson LXXII.

In the last lesson we had examples of words in which consonants are silent. In this lesson we will take up examples of words in which vowels are silent. Notice how I pronounce the following words : —

Bri <u>ē</u> f	Fi <u>ē</u> ld	Ni <u>ē</u> ce	Thi <u>ē</u> f
Chi <u>ē</u> f	Gri <u>ē</u> f	Pi <u>ē</u> ce	Yi <u>ē</u> ld
Cō <u>u</u> rt	Fō <u>u</u> r	Mō <u>u</u> rn	Sō <u>u</u> rc <u>e</u>
Ear <u>th</u>	L <u>e</u> arn	P <u>e</u> arl	S <u>e</u> arch
B <u>re</u> ad	De <u>a</u> f	He <u>a</u> d	Th <u>re</u> ad

Breāk Greāt Steāk

Heärt Heärth Guärd

Däunt Häunt Stäunch

Pronounce these words as I point to them.

NOTE. — The digraphs in the words just given, and in similar cases, may be regarded as representing the vowel sound jointly, or one letter may be regarded as representing this sound and the other as silent. The former view has been adopted in this book with respect to those digraphs of the most frequent occurrence, and the latter with respect to those which occur more rarely.

Lesson LXXIII.

I will ask Tom if we may play in the barn. I know he will say "yes." We will play with the lamb, and the cälf, and the fōur goats. At night we will feed them with bread. When they go in the field they eat grass. Soon the lamb will be a greāt sheep, and the cälf a greāt cow. —

Three men went down the stream just now in a boat, with a raft at the stern. The raft is yet in *sight*, though it is *half* a mile off. I see the men, each with an oar in his hand. They go with the wind and tide at a *high* speed. When they turn back they will have a hard tug. The wind and tide will then *force* the boat down while the oars press it up. So we see they will have no *light* task. But they have strong arms and stout hearts.

Lesson LXXIV.

You will remember that a silent *e*, when it comes at the end of a word after a single consonant, generally shows that the preceding vowel is to have its long sound. Pronounce the following words : —

Cane	Fate	Gate	Hive
Name	Pave	Smile	Use
Bathe	Clothe	Lathe	Swathe

You will notice that the silent *e* in the last four words comes after the digraph *th*, but as this digraph stands for only one sound, the silent *e* has the same effect in giving the long sound to the preceding vowel, as when it comes after a single consonant.

Now, if we add *s* or *d* after the silent *e*, the preceding vowel will have its long sound, as before. Pronounce the following words : —

Canes	Fates	Gates	Hives
Named	Paved	Smiled	Used
Bathed	Clothes	Lathes	Swathed

Lesson LXXV.

You will remember, that, in making the sounds of the consonants, you made some of them with the breath only, and some of them with the voice; that is to say, you whispered some of them, and spoke some of them out loud.

We will now review these sounds, putting the consonants that stand for the whispered or breath sounds in one column, and the consonants that stand for the spoken or voice sounds in another column. The consonants placed opposite to each other are said to correspond, because their sounds are made with the same position of the organs of speech, as you will see when you pronounce them.

<i>Breath Sounds.</i>	<i>Voice Sounds.</i>	<i>Breath Sounds.</i>	<i>Voice Sounds.</i>
p	b	k	g
f	v	th	th
s	z	ch	j
t	d	sh	zh

Pronounce these consonants as I point to them.

Now, if we put **s**, which is a breath sound, after one of the voice sounds, we shall find it hard to pronounce **s** after this voice sound. You may try to do so in the following words: —

Robs Bids Digs Bathes

You see how hard it is to make the sound of **s** after the sound of **b**, **d**, **g**, or **th**. But if you give to **s** the sound of **z** in these words, it is very easy to pronounce it.

So if you put **d**, which is a voice sound, after one of the breath sounds, you will find it hard to pronounce **d** after this breath sound. You may try to do so in the following words: —

Stopped Puffed Tossed Jerked

You see how hard it is to make the sound of **d** after the sound of **p**, **f**, **s**, or **k**. But if you give to **d** the sound of **t** in these words, it is very easy to pronounce it.

Thus we find that two sounds of the same kind, that is, two breath

sounds or two voice sounds, are much more easily made together than two sounds of different kinds.

This is the reason why *s*, which is a breath sound, is changed to *z* when it follows a voice sound, and why *d*, which is a voice sound, is changed to *t* when it follows a breath sound.

Lesson LXXVI.

A poor man has stopped in the road near the church. He begs food and drink. Shall I give him bread and milk? Yes, let him have as much as he needs. I see him now. He has stepped up on the green bank, and lain down in the shade. No doubt he is faint and tired. — As I passed up the street, I saw a big ox decked with bright new flags on his horns, and a gay sash on his neck. I heard a man say, “This is the prize ox.” He looked fat and sleek. But a wheel, as it rolled by, had dashed much mud on his right side. He puffed hard for breath. This made him look as if he tossed his horns up and down, and made the flags wave by his own will.

Lesson LXXVII.

Thus far you have learned to read words of only one syllable. We will now introduce some words that have more than one syllable. You will not find it hard to read these words if you remember what you have already learned. Their syllables will be separated from each other by a hyphen, or short line, so that you will have only to read each syllable first by itself, and then put the syllables together to form a word. But words of more than one syllable have what is called an *accent* on one of these syllables. By *accent* is meant a stress of voice on a particular syllable, or a louder and more

distinct utterance of that syllable. Notice how I pronounce the following words : —

Hab'it	Mu'sic	Prof'it	Rap'id
He'ro	Ne'gro	Pu'pil	Si'lent
Be-gin'	Ex-pect'	Ho-tel'	Tor-ment'
De-fend'	For-sake'	Him-self'	Un-til'
Po-ta'to	Tor-na'do	Tor-pe'do	Vol-ca'no

Pronounce these words as I point to them. You see that the syllables which have the mark ['] after them are pronounced more forcibly than the other syllables. This mark is used to show on what syllable the accent is laid. By and by, when you get familiar with a good many words, you can tell without the mark on what syllable the accent is laid.

We will not use the mark in the lessons hereafter for words of two syllables, unless the accent is laid on the last syllable. So that when you see a word of two syllables without any mark, you may know that the accent is to be placed on the first syllable.

Lesson LXXVIII.

Pronounce the following words : —

Cob-web	Kind-ness	Mur-mur	Spell-ing
Cred-it	Mas-tiff	Pol-ish	Tur-nip
Fall-ing	Max-im	Pun-ish	Ur-chin
Feel-ing	Morn-ing	Sol-id	Will-ing
Ab-surd'	Dis-turb'	Per-mit'	Re-turn'
De-lude'	For-get'	Pur-sue'	Se-crete'
Dis-tress'	Mo-lest'	Re-sist'	Un-less'

Ä'l'ti-tude	Des-pot'ic	Mi'cro-scope
An'ec-dote	Ex-hib'it (<i>egs-</i>)	Mul'ti-tude
An'te-lope	For'ti-tude	Nu'tri-ment
As-ton'ish	Grat'i-tude	Pro-hib'it
Bar-bär'ic	In-sip'id	Sol'i-tude
De-co'rum	Mag'ni-tude	Tel'e-scope

Lesson LXXIX.

A brave man is called a he-ro. Such a man will not boast or brag. He will not praise himself. He lets his deeds pro-claim' his mēr-it. They will bring him fame with-out' his seek-ing it. — We shall not end *right* un-less' we be-gin' *right*. We must think much, then, be-fore' we take the first step. We can not ex-pect' a gōod re-sult' from a bad step at the out-set. — The po-ta'to con-tains' much nu'tri-ment. It is used for food in all lands. It is cōoked by boil-ing, bak-ing, roast-ing, or fry-ing. The starch in it is that which makes it so gōod for food. — With a mi'cro-scope we can see small things near by; with a tel'e-scope we can see big things a grēat way off. With these in'stru-ments we can see things which we can not see at all with-out' them. Thus, with the tel'e-scope we can see *bright* rings which surround' the plan-et Sat-urn.

Lesson LXXX.

You have seen, that when a consonant is doubled at the end of a word it is sounded only once. So when a consonant ends a syllable and the same consonant begins the next syllable, it is sounded only once. And it is a general rule, that a doubled consonant has but one sound. Pronounce the following words : —

Ac-count'	Buf-foon'	Dis-sent'	Rac-coon'
Al-low'	Com-mence'	Hör-rid	Scaf-föld
Ap-pear'	Con-nect'	Rab-bit	Sur-round'
Är-row	Fel-low	Mel-low	Spär-row
Bil-low	Fur-row	Pil-low	Täl-low
Bör-row	Hol-low	Sör-row	Yel-low
At'ti-tude	Dif'fī-cult	Mu-lat'to	To-bac'co

Though only one consonant is sounded in such cases, the doubling of it is useful as showing that the preceding vowel is to have its short sound. Take, for example, from the list of words given above the four following, one of the double consonants being omitted : —

Rabit	Felow	Pilow	Sorow
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Now if you had never seen these words before, and should try to read them, you might make a mistake in dividing them into syllables; thus, —

Ra-bit	Fe-low	Pi-low	So-row
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How do you pronounce these words, divided in this way? You give, of course, to the first vowel in each of them its long sound. But this is not the correct pronunciation. You would not make such a mistake, if you saw these words printed with a double consonant instead of a single one. Thus you see how a letter in a printed or a written word may be useful though it is not sounded in speaking the word.

Lesson LXXXI.

The vowel **y** at the end of a word, when it does not follow another vowel, sometimes has its long sound and sometimes its short sound. Pronounce the following words : —

By	Fly	Sky	Thy
Cry	My	Spy	Try
Dry	Shy	Sty	Why

These are words of one syllable. In all such words, the vowel **y** at the end has its long sound. Pronounce the following words : —

Ap-ply'	De-fy'	Im-ply'	Re-ply'
Com-ply'	De-ny'	Re-ly'	Sup-ply'

These words have the accent on the last syllable. In all such words the vowel **y** at the end has its long sound. Pronounce the following words : —

Dig'nĭ-fy	Grat'ĭ-fy	No'tĭ-fy	Sig'nĭ-fy
For'tĭ-fy	Jus'tĭ-fy	Sat'is-fy	Tēr'rĭ-fy

These words have the consonant **f** before the vowel **y** at the end. In all words of this kind of more than two syllables this vowel has its long sound.

There are three other words in which the vowel **y** has its long sound at the end, though they are not included in the classes just mentioned. They are the following : —

Mul'tĭ-ply	Oc'cu-py	Proph'e-sy
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In all other cases, the vowel **y** at the end of a word, when it is not preceded by another vowel, has its short sound. Pronounce the following words : —

Ba-by	Fol-ly	Gra-vy	Pit-y
Diz-zy	Gloss-y	Hap-py	Sör-y

Bra'ver-y	Col'o-ny	In'dus-try	No'bod-y
Can'o-py	Dig'nĭ-ty	Mel'o-dy	Tŷ'an-ny
Chă'r'ĭ-ty	His'to-ry	Mem'o-ry	Van'ĭ-ty
De-bil'ĭ-ty	Hŷ-poc'rĭ-sy	Phi-lo's'o-phy	

Lesson LXXXII.

The rab-bit runs by leaps. When he is chased by a dog he will make such short turns, that the dog can not fol-low him. He will go first this way, then that, till he reach-es his bū-row, or hole in the ground. The rab-bit is like the hare, but he has short-er ears and legs than the hare. Rab-bits sup-ply' us with fur for garments. They live mōst-ly in the wōōds. Rac-coons' and o-pos'sums live, too, in the wōōds. — Kind deeds will make us hap-py. We must not let an op-por-tu'nĭ-ty for show-ing kind-ness go by. This it is that will grat'ĭ-fy us when we re-flect' on it, *though* ev'er-y-thing else may seem vain. We must not re-sent' *wrong* or in'ju-ry. The man that *wrongs* us will re-pent' soon-er, if we treat him kĭnd-ly, than if we take re-venge' on him. — If we oc'cu-py spare mo-ments, we shall ac-com'plish much. Wāste no time in dāl'ly-ing. In'dus-try will win the day.

Lesson LXXXIII.

You have now made considerable progress in learning to read. You are familiar with all the elementary sounds of the English language, and you can tell most of the signs that stand for these sounds. Before we go any farther with the reading lessons, it will be well to take up the *names* of the letters. It is the *sounds* only of the letters, single or combined, which you have thus far learned, and this is all you need to know in order to learn to read. But something more is necessary in order to learn to spell. By *spelling*, we mean writing down or calling over, one by one, all the letters which make up a written or a printed word. For this you need to know the names of the letters. These names you will find it very easy to learn if you observe the following directions :

To name the vowels, give to each its long sound : —

A	E	I	O	U
a	e	i	o	u

To name the following consonants, give to each its own sound, with the long sound of *e* after it : —

B _(be)	C _(ce)	D _(de)	G _(ge)	P _(pe)	T _(te)	V _(ve)	Z _(ze)
b	c	d	g	p	t	v	z

To name the following consonants, give to each its own sound, with the short sound of *e* before it : —

F _(ef)	L _(el)	M _(em)	N _(en)	S _(es)	X _(ex)
f	l	m	n	s	x

To name the following consonants, give to each its own sound, with the long sound of *a* after it : —

J _(ja)	K _(ka)
j	k

To name the following consonant, give to it its own sound, with the " Italian " sound of *a* (*a* as in *far*) before it : —

R _(ar)
r

To name the following consonant, give to it its own sound, with the long sound of **u** after it : —

Q (*ku*)

q

This is a very good name for this letter, because the letter **u** always follows it.

As to the name of the following consonant, you have only to remember that it is two **v**'s put together, and that **v** and **u** used to be made just alike in shape. When this letter was named, it was the same as two **u**'s. It was therefore very properly called "double **u**":

W (*double u*)

w

To name the following consonant, give to it the long sound of **i**, with the sound of **w** before it : —

Y (*wi*)

y

One of the sounds of this letter, as you know, is the same as the long sound of **i**. To distinguish the two letters, **y** is called **wi** (and not **i**).

To name the following letter, give the long sound of **a** and the sound of **ch**; thus, **ā ch** : —

H (*āch*)

h

These letters, the names of which you have just learned, and which are arranged above in the most convenient way as respects their names, are usually arranged in a different way. We will now give the letters in the usual order. Thus arranged, they are called *The Alphabet*. It will be well for you to be able not only to tell the name of each letter when you see it, but also to repeat from memory the names of the letters in their alphabetical order. The Roman and the Italic capital letters do not differ in form, except that the latter incline to the right. The Italic small letters also incline to the right, while most of them differ, in other respects, from the Roman small letters.

THE ALPHABET.

ROMAN LETTERS.

A B C D E F G H I J K L M

a b c d e f g h i j k l m

N O P Q R S T U V W X Y Z

n o p q r s t u v w x y z

ITALIC LETTERS.

*A B C D E F G H I J K L M**a b c d e f g h i j k l m**N O P Q R S T U V W X Y Z**n o p q r s t u v w x y z*

NOTE.—The words given in the lessons may now be used for exercises in spelling, taking each lesson in its order. The pupil should spell from the book before attempting to spell from memory. Let each word selected for this purpose be analyzed first into its elementary sounds, as before, and then into its constituent letters, the word being distinctly pronounced at the end of each process. Take, for example, the following :—

Words.	Sounds.	Pronunciation.	Letters.	Pronunciation.
Hat	H ä t	Hät	äch ä te	Hät
Hate	H ä t	Hät	äch ä te ē	Hät
Has	H ä z	Häz	äch ä es	Häz
They	Th ä	Thä	te äch ē wi	Thä
Cage	K ä j	Käj	se ä je ē	Käj
Lamb	L ä m	Läm	el ä em be	Läm

In this way, the ear will become accustomed to the various combinations of sounds as expressed by certain letters in words and syllables, while the orthography of each word will be impressed upon the memory by means of the eye. After some practice of this sort, the pupil may learn to spell from memory, or to call the names of the letters in a word when it is given out by the teacher.

But the most important exercise of all in learning to spell is that of writing; for it is in writing that the memory is most assisted by the eye, and it is for the purpose of writing alone that a knowledge of spelling is essential. It will be best, therefore, for the pupil, before proceeding farther, to learn how to form the letters of the Alphabet. To assist him in doing so, an analysis of these characters, in their simplest forms, is given in an Appendix (see p. 93), with indications as to the mode of joining the elements in making the several letters. As soon as this can be done with ease, the teacher should give out words from the lessons, to be written down by the pupil on the slate, on the blackboard, or on paper.

Lesson LXXXIV.

Notice how I pronounce the following words : —

Dol-lar

Na-dir

Sul-phur

Bar-ber

Au-thor

Mar-tyr

Pronounce these words as I point to them. You will observe that they all end in **r** preceded by the several vowels **a, e, i, o, u, y**, and yet that all these vowels have the sound of **u** in **urn**. The reason of this is, that these vowels occur in syllables which are not accented. You will find, in regard to a great many words, that the vowels of those syllables on which there is no accent, lose something of the distinct sound they have when the syllables are accented, and tend to fall into some other sound that is more easily uttered. It is difficult, in some cases, to describe precisely what this sound is. You will learn it best by noticing carefully how *good speakers* pronounce the unaccented syllables of words. Yet a few directions in these lessons may be useful.

1. The terminations **ar, er, ir, or, ur, yr**, in unaccented final syllables, are pronounced exactly alike, all having the sound of **ur** in **urn**, somewhat shortened.

Pronounce after me the following words : —

Vul-gar

Mur-mur

Mīr-ror

Rob-ber

Col-lar

Mor-tar

Sail-or

Chām-ber

Lad-der

Vin'e-gar

Bach'e-lor

Mus'cu-lar

Oc-to'ber

Reg'u-lar

Pro-fess'or

E-lix'ir

Dis-or'der

Lect'u-rer

Phi-los'o-pher

Di-am'e-ter

Gas'om'e-ter

Āl'li-ga-tor

Nav'i-ga-tor

Pro-pri'e-tor

Lesson LXXXV.

2. The vowels **a** and **o** in an unaccented syllable, followed by any consonant in the same syllable, are apt to fall into the sound of **u** in **Up**, that is, the short sound of **u**.

Pronounce after me the following words : —

At-om	Gäl-lon	Cus-tom	In-fant
Mad-am	Or-gan	Haz-ard	Mör-al
Com-mon	King-dom	Met-al	Fag-ot
Med-al	Ri-val	Meth <u>o</u> d	In-stant

3. In most words the vowel **a**, when it is at the end of an unaccented syllable, or when it forms such a syllable by itself, has a slight sound of **a** in **Far**.

Pronounce after me the following words : —

Pa-radé'	Com-ma	A-bound'
Tra-duce'	Chi-na	A-live'

When, however, the vowel **a** occurs in the ending **ary**, in a word of more than three syllables, it has the sound of **e** in **Pen**, or the short sound of **e**.

Pronounce after me the following words : —

Cus'tom-a-ry	Sec're-ta-ry	Vo-cab'u-la-ry
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Lesson LXXXVI.

4. The digraph **ai** in an unaccented syllable has the sound of **i** in **Pin**, that is, the short sound of **i**.

Pronounce after me the following words : —

Cap-tain	Chiēf-tain	Foun-tain
Chap-lain	Cur-tain	Moun-tain

5. The digraph **ei** in an unaccented syllable has the sound of **i** in **Pin**, that is, the short sound of **i**.

Pronounce after me the following words : —

För-eign

For-feit

Mul-lein

6. The digraph **ey** in an unaccented final syllable has the sound of **i** in **Pin**, that is, the short sound of **i**.

Pronounce after me the following words : —

Äl-ley

Jock-ey

Tur-key

Chim-ney

Lack-ey

Väl-ley

7. The digraph **ou** in the unaccented final syllable **ous** has the sound of **u** in **Up**, that is, the short sound of **u**.

Pronounce after me the following words : —

Fa-mous

Joy-ous

Pi-ous

Fi-brous

Ner-vous

Vi-nous

Em'u-lous

Nu'mer-ous

Pěr'il-ous

Hid'e-ous

Ob'vi-ous

Pop'u-lous

8. The digraph **ow** in an unaccented final syllable has the long sound of **o**, somewhat shortened.

Pronounce after me the following words : —

Fel-low

Shad-ow

Tāl-low

Fūr-row

Shāl-low

Wil-low

Hār-row

Sör-row

Win-dow

Hol-low

Spār-row

Yel-low

Lesson LXXXVII.

In the following words, which are used very often, the vowels have an irregular sound. Their pronunciation is shown by respelling them in letters, with the sound of which you are familiar. Pronounce these words after me : —

Do (<i>doo</i>)	Done (<i>dun</i>)	Was (<i>woz</i>)
To (<i>too</i>)	Does (<i>duz</i>)	What (<i>hwot</i>)
Two (<i>too</i>)	Dost (<i>dust</i>)	Are (<i>ar</i>)
Who (<i>hoo</i>)	Doth (<i>duth</i>)	Were (<i>wur</i>)
Whose (<i>hooz</i>)	Some (<i>sum</i>)	There (<i>thare</i>)
Whom (<i>hoom</i>)	Come (<i>cum</i>)	Their (<i>thare</i>)
You (<i>yoo</i>)	None (<i>nun</i>)	Where (<i>hware</i>)
Your (<i>yoor</i>)	One (<i>wun</i>)	Of (<i>ov</i>)
Put (<i>poot</i>)	Once (<i>wunce</i>)	Been (<i>bin</i>)
Could (<i>cood</i>)	Said (<i>sed</i>)	Pret-ty (<i>prit-y</i>)
Would (<i>wood</i>)	Says (<i>sez</i>)	An-y (<i>en-y</i>)
Should (<i>shood</i>)	Saith (<i>seth</i>)	Man-y (<i>men-y</i>)

NOTE. — The pupil should be drilled on these words till they can be pronounced at sight, as well as spelled readily when they are given out by the teacher.

Lesson LXXXVIII.

An author is a *wri*-ter of *bo*oks. — A martyr is a man who lays down his life for a cause that he thinks is just. — The nadir is a point in the sky direct'ly under our feet. — Sulphur is a yellow substance. It is sometimes called brimstone. It burns with a blue flame and a suf'fo

ca-ting o-dor. You can buy sev'er-al pounds of it for a dol-lar. — The äl'li-ga-tor and the croc'o-dile are vër-y much a-like'. Each of these an'i-mals is a kind of liz-ard. Croc'o-diles are found in Af'ri-ca. Äl'li-ga-tors are found in A-mër'i-ca. I saw one a-live' not man-y days a-go'. — It is cus'tom-a-ry to set a-part' days for thanks'giv-ing and fast-ing. — A per-son who takes a trip in a bäl-loon' may be said to make an a-e'ri-al jour-ney. — A band of men un-der a gööd cap-tain, or lead-er, can do much more than the same num-ber of men who häve no onë to di-rect' them.

Lesson LXXXIX.

The mul-lein seems to be a use-less weed, but I dare say it may do some gööd that we are ig'no-rant of. — I was once in a fa-mous väl-ley of the Alps, where I could lōök up and see the snow on the moun-tains all a-round', *though* it was in the sum-mer. At the same time I saw nu'mer-ous streams run-ning in the väl-ley. The moun-tains cast a deep shad-ow on one side. I had to fol-low a path on this side, and I was glad to do so, for the sun was vër-y hot where it was shi-ning be-low' me. I met two men who said they had been *high*-er up, and found it so cōld

there, they came near freez-ing. They were go-ing back to get thick-er clôth-ing. So you see how quick-ly you can pass from hot to côld, or côld to hot, in a moun'tain-ous coun-try.

Lesson XC.

You have just learned a few words, that are often used, in which some of the vowels have irregular sounds. We will now take up classes of words in which certain vowels and consonants have sounds different from those they most commonly have.

In the following words, the vowel *o* has the sound of *u* in *Up*. Pronounce these words after me : —

Dove	Love	Shove	Ton
Front	Monk	Son	Tongue
Glove	Month <u>u</u>	Sponge	Won

A-bove'	Com-fort	Mon-grel (mung-)
Af-front'	Com-pass	Mon-ey
A-mong'	Con-front'	Mon-key (mung-)
Be-loved'	Cov-er	Moth-er
Bom-bard'	Cov-ert	Noth-ing
Bom-bast	Cov-et	Oth-er
Bor-ough	Doz-en	Plov-er
Broth-er	Gov-ern	Pom-mel
Col-or	Hon-ey	Shov-el
Com-fit	Mon-day	Slov-en

Smoth-er	Ton-nage	Won-der
<u>Th</u> or-ough	Un-done'	Wor-ry
An-oth'er	Com'pa-ny	Cov'e-nant
Col'an-der	Con'sta-ble	Cov'er-let

In the following words, the vowel **o** has the sound of **u** in **Urn**.
Pronounce these words, giving to **o** this sound : —

Work	Worm	Worst	Wor-ship
World	Worse	Wort	Wor-thy

In the following words, the vowel **o** has the sound of **oo** in **Food**.
Pronounce these words, giving to **o** this sound : —

Loſe	Move	Prove	Shoe	Tomſ
A-do'	Be-hove'	Im-prove'	Re-prove'	
Ap-prove'	Dis-prove'	Re-move'	Un-do'	

In the following words, the vowel **o** has the sound of **oo** in **Good**.
Pronounce these words after me : —

Wolf	Wo-man	Bo-ſom
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Lesson XCI.

Doveſ are pret-ty birdſ. They do not ſing, but the ſim-ple note they make iſ a pleaſ-ant one to hear. Of the dif'fer-ent ſortſ, tur-tle doveſ are the pret'ti-eſt. The col-or of their plu-mage iſ vëry del'i-cate. — The tongue iſ the mōſt im-por'tant or-gan of ſpeech. With-out it we could ſpeak ōn-ly a vëry few of the ſim-pleſt wordſ. —

One use of snow is to cov'er the ground, and thus keep it from be-ing fro-zen too hard in win-ter. The boys must re-mem'ber this when they hãve to shov-el snow from the path.—There is noth-ing with-out' its use, un-less' it be a la-zy man, wo-man, boy, or girl. When we hãve work to do, it is wick-ed not to do it, if we can. If we cov-et re-pose', let us first earn a tittle to it by in'dus-try. It is no won-der so man-y peo-ple are un-hap'py. It is chiëf-ly be-cause' they are i-dle. Let them work stead'i-ly in do-ing their du-ty, what-ev'er it is, and they will be-gin' to know what true hap'pi-ness is. Of-ten, when we seek it too self'ish-ly, we lose it. We must think of the wel-fare of oth-ers as well as of our òwn.—When you do rìght there is a still, small voice, with-in' you, that will ap-prove' your con-duct. — The wolf is an en'e-my of sheep. Once there was a boy who was tend-ing sheep, and who wished to play a joke on his neigh-bors by cry-ing, "Wolf! Wolf!" when there was no wolf. By and by the wolf re'al-ly came, and the boy cried out once more, "Wolf! Wolf!" But the neigh-bors, re-mem'ber-ing the boy's joke, did not run to help him as they did be-for'e', and so the wolf killed all his sheep. It is fool-ish to tell a lie, e-ven in jest.

Lesson XCII.

In the following words, the vowel u has the sound of **oo** in **Good**.
Pronounce these words after me : —

Bull	Full	Push
Bush	Pull	Puss
Am-bush	Bul-rŭsh	Cush-ion
Bul-let	Bul-wark	Pud-ding
Bul'le-tin	Bush-el	Pul-let
Bul-lock	Butch-er	Pul-ley
Bul-ly	Cuck-oo	Pul-pit
Art-ful	Dread-ful	Joy-ful
Bash-ful	Faith-ful	Skill-ful
Care-ful	Grace-ful	<u>Th</u> ank-ful

In the following words, the digraph **ou** has the sound of **oo** in **Food**. Pronounce these words, giving to **ou** this sound : —

Croup	Route	Tour
Group	Soup	You <u>th</u>
Rouge	<u>Th</u> rough	Wound
Con-tour'	Gour-mand	Tour'ma-l <u>ine</u>
Cou'r <u>i</u> -er	Sur-tout'	Un-couth'

In the following words, the digraph **oo** has the sound of **o** in **Go**.
Pronounce these words, giving to **oo** this sound : —

Door

Floor

Brooch

In the following words, the digraph **oo** has the sound of **u** in **Up**.
Pronounce these words, giving to **oo** this sound : —

Blood

Flood

In the following words, the vowel **a** has the sound of **a** in **Care**.
Pronounce these words after me : —

Scarce

Par-ent

Trans-par'ent

In the following words, the digraphs **ai**, **ea**, **ay**, and **ei** have the sound of **a** in **Care**. Pronounce these words after me : —

Air

Hair

Stair

Swear

Chair

Lair

Bear

Tear

Fair

Pair

Pear

Wear

Prayer

De-spair'

Gair-ish

Heir

Fair-y

Im-pair'

Lesson XCIII.

In the following words, the vowel **a** has the sound of **o** in **Not**.
Pronounce these words after me : —

Chaps

Squat

Swash

Quash

Swab

Wad

Squab

Swamp

Wan

Squad

Swan

Wand

Squash

Swap

Was

Wash	Wast	What
Wasp	Watch	Yacht
Quad-rănt	Squad-ron	Wal-lop
Quad-roon'	Squal-id	Wal-low
Quar-rel	Squan-der	Wal-rus
Quar-ry	Swal-low	Wan-der
Scal-lop	Waf-fle	Wan-ton
Squab-ble	Wal-let	War-rănt
Hal'i-but	Quad'ru-ped	Qual'i-ty
Quad'răn-gle (-rang-)	Quad'ru-ple	Quan'da-ry
Quad'răt-ure	Qual'i-fy	Quan'ti-ty

You will notice, that, in most of these words in which **a** has the short sound of **o**, the **a** is preceded either by **w**, or by **u** sounded as **w**.

In the following words, the vowel **a** has the sound of **a** in **All**, or of **aw** in **Saw**. Pronounce these words after me : —

Bald	Malt	Sta/k
Ca/k	Quart	Sward
Cha/k	Quartz	Swarm
Dwarf	Salt	Swart
False	Scald	Swath
Halt	Smalt	Ta/k

<u>Th</u> wart	•	War	Warn
Wal <u>k</u>		Ward	Warp
Waltz		Warm	Wart
Want		Warm <u>th</u>	Wharf
Al-der		Bal-sam	Re-ward'
Al-mōst'		Cal-dron	Swar- <u>th</u> y
Al-so		Fal-ter	<u>Th</u> ral-dom
Al-tar		Ha <u>s</u> -er	Wal-nut
Al-ter		Hal-ter	War-ble
Al-though'		Jäck-al	War-den
Al-ways		Pal-sy	Ward-robe
A- <u>th</u> wart'		Pal-ter	War-fare
A-ward'		Pal-try	Wa-ter
Bal-dric		Quar-ter	With-al'
Al-be'it		Al'ma-nac	Fal'si-fy
Al'der-man		Al-might'y	Sub-al'tern

Lesson XCIV.

When you häve a purse full of mon-ey take care that you do not lose it. Be care-ful, too, that you do not spend it fool'ish-ly, or pay more for a thing than it is worth. — Bul-lets are made of

lead. The lead is first put in-to a pot and melted, and then it is pōured in-to mōulds. — A bush-el is e-qual to fōur pecks. — One can-not be skill-ful in an-y art with-out' long prac-tice. It is ōn-ly through faith-ful ef-fort that em'i-nence is at-tained'. — There are man-y Is-lands in the Med-i-tēr-ra'ne-an Sea. — A car-pet is made to cov-er a floor. — Blood is of a dark red col-or. — Chil-dren should o-bey' their par-ents. — To be heal-thy, we must keep much in the o-pen air. — If we would bear heat or cold, we must be care-ful what gar-ments we wear. — The swan is a large, and vēr-y grace-ful bird. — The hal'ī-but is a large, flat fish. — A quad'ru-ped is an an'ī-mal with fōur legs. — One who has no hair on the head is said to be bald. — Clōth-ing made of wōol is warm-er than that made of cot-ton. — See to it al-ways that what you do is rīght, and what you say is true. He ōn-ly can walk safe-ly who walks up-rīght'ly.

LESSON XCV.

In the following words, the digraph **ou** has the sound of **a** in **All** or of **aw** in **Saw**. Pronounce these words after me: —

Bought

Fought

Sought

Brought

Nought

ThoughtCough (*kauf*)

Ought

Trough (*trauf*)

You will notice, that, in all these words, the digraph **ou** is followed by the letters **gh**, and that these letters are silent, except in **Cough** and **Trough**, in which words they have the sound of **f**. In another lesson, we will take up other words in which the letters **gh** have the sound of **f**. (See Lesson XCVIII. p. 78.)

In the two following words, the digraph **oa** has the sound of **a** in **All** or of **aw** in **Saw**. Pronounce these words after me : —

Broad

Groat

In the following words, the vowel **o** has the sound of **o** in **Not** a little lengthened, so as to approach the sound of **a** in **All** or of **aw** in **Saw**. Pronounce these words after me : —

Broth

Gone

Moss

Cloth

Loft

Moth

Cross

Loss

Soft

Frost

Lost

Wroth

Long

Strong

Throng

Song

ThongWrong

In the following words, the vowel **i** has the sound of **e** in **Be**. Pronounce these words after me : —

Am'ber-gris

Mag-a-zine'

Pique

An-tique'

Man-da-rin'

Po-lice'

Ca-price'

Ma-rine'

Ra-vine'

Cri-tique'

Mos-qui'to

U-nique'

Fa-tigue'

Pe-lisse'

Ver'di-gris

The letters **a** and **e** are joined together in a few words; thus, **Æ**, **œ**. When joined in this way they have the same sound that **e**

alone would have in the same situation. Thus, they have the long sound of *e* in the words —

Cæ-sar (æ'-)

Pæ-an

And, in the following words, they have the short sound of *e* : —

Æs-thet'ic

Di-ær'e-sis

The letters *o* and *e* are joined together in a few words; thus, **Œ**, **œ**. When joined in this way they have the same sound that *e* alone would have in the same situation. Thus, they have the long sound of *e* in the word

Œ-soph'a-gus

Lesson XCVI.

You have already learned, that the letter *o* always has its soft sound, that is, the sound of *s*, when it comes before a final *e*; as in the following words : —

Face

Rice

Chance

Fence .

The letter *o* generally has its soft sound before any one of the vowels *e*, *i*, and *y*. Pronounce the following words : —

Cease

Cell

Cent

Ce-dar

Cel-lar

Cen-tral

Ci-der

Ci-gar'

Cit-y

Cy-cle

Cyn-ic

Cy-press

Dan-cer

Gro-cer

Sau-cer

Fan-cy

Mer-cy

Spi-cy

There are, however, some words in which the letter *o* and the vowel *e* or *i* following it have the sound of *sh*. We will take up these exceptions in another lesson. (See Lesson XCIX. p. 75.)

There is one word in which **c** has its hard sound before **e**, namely, the word **Scep-tic**. But this word is now very often spelled **Skep-tic**.

The letter **c** always has its hard sound, that is, the sound of **k**, when it comes before any one of the vowels **a**, **o**, and **u**, as in the following words :—

Cap

Cot

Cup

You have already learned, that the letter **g** has its soft sound, that is, the sound of **j**, when it comes before a final **e**, as in the following words :—

Cage

Huge

Page

Rage

The letter **g** generally has its soft sound before any one of the vowels **e**, **i**, and **y**. Pronounce the following words, giving to **g** this sound :—

Gem

Gibe

Gyve

Ger-man

Gin-ger

Gyp-sy

Wa-ger

Dān-ger

Loun-ger

A-pol'o-gy

Ge-ol'o-gy

Prod'i-gy

In the following words, however, the letter **g** has its hard sound. Pronounce these words, giving to **g** its hard sound :—

Gear

Geese

Get

For-get'

Gew-gaw

To-geth'er

An-ger (ang-)

Ea-ger

Lin-ger (ling-)

Au-ger

Fin-ger (fing-)

Youn-ger (yung-)

Gift	Gills	Girl
Gig	Gimp	Girth
Gild	Gird	Give
Be-gin'	Gib-bose'	Gim-let
For-give'	Gib-bous	Ging-ham
Gib'ber-ish	Gid-dy	Gir-dle
Gib-bon	Gig-gle	Giz-zard

The letter **g** has its hard sound before any one of the vowels **a**, **o**, and **u**, as in the following words : —

Gave Got Gun Guess

You will remember, that when a consonant is doubled it is sounded only once. So when **g** comes before any one of the vowels **e**, **i**, and **y** at the beginning of a syllable in consequence of being doubled, it is the first **g** only which is pronounced, and this has its hard sound. Pronounce the following words, giving to **g** this sound : —

Dag-ger Flog-ging Slug-gish
 Drug-gist Fog-gy Wag-gish

Lesson XCVII.

The *knife*, which *John* bought, cost two dol-lars. He ought to have bought a good one for less mon-ey. The big blade is too broad, and the small one is too long. — I read late-ly, in a mag-a-zine', a sto-ry a-bout' a ma-rine' mon-ster. It is the co-los'sal cut-tle-fish. Sai-lors call it the Squid. There is a small kind of Squid often

found in the bays on our coast. It de-fends' it-self' when it is at-tacked', by e-ject'ing an ink-y flu-id. It is u-nique' in its ap-pear'ance, hav-ing a small bod-y and long arms. — A pæ-an is a song of tri-umph. — Cæ-sar was as-sas'i-na-ted at Rome near-ly two thou-sand years a-go'. — Ci-der is the fer-ment'ed juice of ap-ples. — Cì-gars' are made from the dried leaf of the to-bac'co plant.—A sceptic is one who doubts. — Gems are rare stones of grëat val-ue. — Gin-ger is the root of a plant. It has a hot, pun-gent, spi-cy tãste. — Chil-dren are fond of gew-gaws or bau'bles. When they see them they are ea-ger to get them. — An au-ger is made for bõr-ing large holes, a gim-let for bõr-ing small ones. — A dag-ger is a short swõrd. — A drug-gist is one who sell's drugs. — It is so fog-gy, some-times, that we can hard-ly see a-cross' the street. Do you *know* what fog is? It is a cloud close to the earth. The clouds in the sky would lōök just like fog if we were near them.

Lesson XCVIII.

The combined letters **gh** are generally silent. They have the sound of **f**, however, at the end of the following words. Pronounce these words after me : —

Chough	E-nough'	Rough	Tough
Cough (<i>kawf</i>)	Lãugh	Slough	Trough (<i>trawf</i>)

You will remember how to pronounce the following words : —

Chin

Chip

Much

Such

The sound of the digraph **ch** in these words is its regular English sound. There are some words, however, in which this digraph has the sound of **k**. The following are examples. Pronounce these words, giving to **ch** the sound of **k** : —

Chasm

Chyle

Æche

An-chor (ang-)

Chorus

Ep-oeh

Chaos

Eeh-o

Scholar

Ar'ehi-tect

Chär'ac-ter

Chol'e-ra

Cat'e-chism

Chron'ī-cle

Chrys'a-lis

Whenever the digraph **ch** has the sound of **k** in the lessons, it will have a line drawn across the first letter, as you see here.

There are a few words in which the digraph **ch** has the sound of **sh**. Most of these are included in the following list. Pronounce these words, giving to **ch** the sound of **sh** : —

Chaise

Cham-pagne'

Mus-täche'

Cha-grin'

Cha-rade'

Stan-chion

Cham-plain'

Ga-löche'

Trun-cheon

Av'a-lanche

Chev'er-il

Non-cha-lance'

Chan-de-liër'

Chī-ca'ner-y

Pär'a-chute (-shoot)

Chev-a-liër'

Chiv'al-ry

Sen'es-chal

Lesson XCIX.

In the final syllable, **tion**, the combined letters **ti** usually have the sound of **sh**. Pronounce the following words, giving to **ti** this sound : —

Ac-tion	Na-tion	Pôr-tion
Fic-tion	No-tion	Sec-tion
Mo-tion	Op-tion	Sta-tion
At-ten'tion	E-rup'tion	Tax-a'tion
Com-ple'tion	Pro-mo'tion	Va-ca'tion

In the final syllable, **sion**, the combined letters **si** have the sound of **sh**, unless the preceding syllable ends in a vowel. (See Lesson CI. p. 78.) Pronounce the following words, giving to **si** this sound : —

Man-sion	Pas-sion	Ses-sion
Mis-sion	Pen-sion	Ten-sion
Com-pul'sion	Dĩ-ver'sion	Pre-ten'sion
Con-fes'sion	Ex-pan'sion	Pro-fes'sion

You will notice, that in some of these words the last syllable, **sion**, is preceded by **s** in the syllable before it. These are instances of words in which, though a consonant is doubled, it has the same effect as if it were single. So that **ssi** is the same as **si**.

The combined letters **ci** at the beginning of a final syllable have the sound of **sh**. Pronounce the following words, giving to **ci** this sound : —

Ān-cient	Gre-cian	Spa-cious
Gra-cious	So-cial	Spe-cious

A-tro'cious	Es-pě'cial	Pro-vin'cial
Co-er'cion	Fī-nan'cial	Te-na'cious

The combined letters **œ**, at the beginning of a final syllable, have the sound of **sh**. Pronounce the following words, giving to **œ** this sound : —

Ar-gil-la'ceous	Fār-ī-na'ceous	O-cean
Crus-ta'ceous	Her-ba'ceous	Sap-o-na'ceous

The letter **o** has, in a few words, the sound of **sh**. Pronounce the following words, giving to **o** this sound : —

App-pre'ci-ate	As-so'ci-ate	De-pre'ci-ate
As-so-ci-a'tion	E-ma-ci-a'tion	Ex-cru'ci-a-ting

The letter **s** has, in a few words, in which **u** follows it, the sound of **sh**. Pronounce the following words, giving to **s** this sound : —

As-sure'	Is-sue	Sure
Cen-sure	Pres-sure	Sure-ty
Fis-sure	Su-gar (shōōg'ar)	Tis-sue
In-sure'	Su-maeh	Ton-sure
Cy-no-sure'	Nau'se-a	Nau'se-ate

The letter **t** has, in a few words, the sound of **sh**. Pronounce after me the following words : —

Ex-pa'ti-ate	In-sa'ti-ate	Sa'ti-ate
In-gra'ti-ate	Li-cen'ti-ate	Sub-stan'ti-ate
In-ī'ti-ate	Ne-go'ti-ate	Vī'ti-ate

You will observe with respect to such words as *Pas'sion*, *Es-pē'cial*, *Vī'ti-ate*, in which the short sound of a vowel comes at the end of an accented syllable, and the next syllable begins with the sound of *sh*, that the two sounds are so closely blended in pronunciation as to seem to the ear to be in one and the same syllable.

NOTE. — With respect to those words in which *st*, *ci*, *ce*, or *s* now represent the sound *sh*, this sound has replaced the sound of *s* followed by that of consonant *y*. For example, the words *passion*, *social*, *ocean*, *sure*, were once pronounced *pas'yun*, *eds'yai*, *ds'yan*, *syoor*.

Lesson C.

The prov-erb says, "Let well e-nough' a-lone'." There was once a dog who did not fol-low this ad-vice'. Go-ing o-ver a lit-tle brīd-ge, he saw, in the wa-ter, the im-age of the piece of meat he had in his mouth, and try-ing to sē-ize this im-age he lost the meat it-self'. Gras-ping at too much, he lost all. — If you would hāve a gōod ehār'ac-ter, keep out of bad com'pa-ny; and if you would be-come' a gōod schol-ar, get ev'er-y les-son well. — If you ev'er go to Cu-ba, you will see there a vēr-y queer lōok-ing kind of chaisē. The top is like that of our chaisē, but in-stead' of be-ing placed o-ver the ax'le-tree it is put be-fore' it on the shafts, and the large wheels are in full sīght be-hīnd'. What is more queer lōok-ing still is, that the horse, which draws the chaisē, is rid-den by a ne-gro, who hōlds the reins. — There is much a-muse'ment in guess-ing cha-rades'. — The way to re-mem'ber an-y thing is to pay close at-

ten'tion to it. — It is well some-times to hăve in'no-cent dī-ver'sion. The prov-erb says, "All work and no play makes Jack a dull boy." But there are not man-y boys who need co-er'cion to make them go to their spōrts. — The o-cean is said to be the *high*-way of na-tions. — Făr-ī-na'ceous food is food made of some kind of grain. — Those ōn-ly who hăve been a-way' from home can ap-pre'ci-ate its bles-sings. — Su-gar is made from the juíce of a kind of cane. This cane is sub-ject'ed to grēāt pres-sure be-tween' rōl-lers. The juíce that flows out is boiled down un-til' it be-comes' a thick sīr-up. When this sīr-up cools most of it crys'tal-liz-es in-to su-gar. What is left is called "mo-las'ses." The best can-dy is made of su-gar, but vēr-y gōod can-dy may be made of mo-las'ses. One is soon sa'ti-āt-ed with sweets.

Lesson CI.

You will remember that the sound **sh** is a whispered sound, and that the voice sound corresponding to it is the sound which the letter **z** has in the word **Azure**. We may make use of the combined letters **zh** as a separate sign to stand for this sound. Thus, in order to show, by respelling, the pronunciation of the word just given, we may write it **A-zhur**.

The combined letters **si** at the beginning of a final syllable have the sound of **zh** when the preceding syllable ends with a vowel. (See Lesson XCIX. p. 75.) Pronounce the following words, giving to **si** this sound: —

Bra-sier

Cro-sier

Ho-sier

O-sier

Con-fu'sion

Dĩ-vĩ'sion

In-va'sion

De-ci'sion

Ex-pl'o'sion

Oc-ca'sion

You will observe with respect to such words as **Divi'sion**, **Deci'sion**, in which the short sound of a vowel comes at the end of an accented syllable, and the next syllable begins with the sound of **zh**, that the two sounds are so closely blended in pronunciation as to seem to the ear to be in one and the same syllable.

The letter **s** has, in a few words, the sound of **zh**. Pronounce the following words, giving to **s** this sound : —

Meas-ure

Pleas-ure

Treas-ure

Cas'u-al

En-clo'sure

Lei-sure

Com-po'sure

E-ra'sure

U'su-al

Dis-clo'sure

Ex-po'sure

U'su-ry

Lesson CII.

You will remember that the letter **n**, when it comes before **k** in the same syllable, has the sound of **ng**, as in the following words : —

Bank

Ink

Think

The letter **n** has the sound of **ng**, also, at the end of an accented syllable, when either of the letters **g** and **k**, or a letter having the sound of **k**, follows it in the next syllable. Pronounce the following words, giving to **n** the sound of **ng** : —

An-ger

Con-cord

Hun-ger

An-gle

Con-gress

Lin-ger

An-kle

Con-quest

Lon-ger

Ban-quet

Fin-ger

Tran-quil

The letter **q**, as you have already learned, is always followed by **u**, which, when thus situated, has generally the sound of **w**. In

some words **q** ends an accented syllable and **u** follows it in the next syllable; but in this case, too, **u** has the sound of **w**. Pronounce the following words, giving to **u** this sound:—

Eq'ũ-tŷ

In-ĩ-q'ũ-tŷ

Ob-liq'ũ-tŷ

There are a few words, however, in which the letter **u** is silent after **q**. Most of them are embraced in the following list. Pronounce these words:—

Con-quer

Liq-uor

Pĩ-quet'

Co-quette'

Mas-quer-ade'

Qua-drille'

Et-ĩ-quette'

Mos-qui'to

Bur-lesque'

Ex-cheq'uer

Pär-o-quet'

Gro-tesque'

Lac-quer

Piq-uant

Stat-ũ-esque'

The vowel **i**, when it begins an unaccented syllable immediately after an accented syllable, and is followed by another vowel, has the sound of consonant **y**, which is very similar to that of short **i**. Pronounce the following words, giving to **i** this sound at the beginning of the last syllable in each:—

Āl-ien

Cord-ial

Min-ion

Bil-ious

Fil-ial

Quest-ion

Bill-iards

Jūn-ior

Sēn-ior

Bill-ion

Span'iel

Ūn-ion

Brill-iant

Mill-ion

Val-iant

Be-hāv'ior

Dĩ-gest'ion

O-pin'ion

Cĩ-vil'ian

Do-min'ion

Pa-vil'ion

Com-bust'ion

Fa-mil'iar

Pe-cũl'iar

Com-pan'ion

In-gēn'ious

Re-bell'ion

Lesson CIII.

O-siers or twigs are used for making bas-kets. — It is bet-ter to de-lib'er-ate than to come to a de-ci'sion too hāst'ly. — Those who take the most pains to find pleas-ure are vēr-y apt to miss it. Seek first to do what is right, and hap'pī-ness will come un-sought'. — U'su-ry is an ex-cēs'sive charge for the use of mon-ey. — It has been tru-ly said, that "An-ger is a short mad-ness." All the pas-sions are blind and need to be con-trōlled' by rea-son. Self-con-trōl', or the con-quest o-ver one's self, is the grēat-est of vic'to-riēs. — Eq'ui-ty is an-oth'er name for jus-tice, and in-iq'ui-ty is an-oth'er name for wick'ed-ness. — It is well to ob-servē' the rules of et-i-quette' or po-lite'ness. But these rules should a-gree' with the Chri-stian pre-cept, "Do to oth-ers as you would hāve oth-ers do to you." A true Chri-stian, there-fore, can-not fail to be po-lite'. — The mos-qui'to and the flea are vēr-y an-noy'ing in-sects. — Birds of the mōst brill-iant plu-mage are not the best song-sters. — Friends wel-come each oth-er with cord-ial greet-ings. — Our ehar'acter will be judged by our be-hāv'ior. Peo-ple will form their o-pin'ion of us not so much by what we say as by what we do.

Lesson CIV.

You have already seen how a silent letter in a word may have the effect to change the sound of another letter in the same word. You will remember how to pronounce the following words : —

Bite	Cane	Chance	Cage
Hide	Hate	Fence	Page

You see here two uses of the silent final *e*. It gives to the preceding vowel its long sound when only one consonant comes between this vowel and itself, and it gives to *c* and *g* their soft sound when it comes immediately after these letters. In the last two of these words, the silent final *e* has both of these effects at once.

Pronounce after me the following words : —

Else	Dense	Curse
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Here the silent final *e* prevents *s* from taking the sound of *z*, as it would otherwise do after *l*, *n*, or *r*.

Pronounce after me the following words : —

Bathe	Breathe	Lathe	Tithe
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Here the silent final *e* gives to the digraph *th* its vocal, or spoken, sound. There is one word, however, in which a silent final *e* following *th* does not have this effect. It is the word

Withe

The reason why we give to this digraph its whispered sound here is, that we wish to distinguish this word in pronunciation from the word **With**, in which the digraph *th* has its vocal sound.

Pronounce the following words : —

Peace'a-ble	Trace'a-ble
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You will remember that *c* has its soft sound before *e*, and its hard sound before *a*. Now, if the silent *e* after *c* in these words were omitted, this letter would come before *a*, and would, therefore, have its hard sound. The silent *e* is retained in these words to keep the

c in its soft sound, though the general rule is, that a silent final **e** is omitted on adding a word or a syllable beginning with a vowel. These words, you will see, are formed from the words **Peace** and **Trace** by adding the word **Able**.

Lesson CV.

Pronounce after me the following words : —

Gor-geous	Pig-eon	Stur-geon
Le-gion	Re-gion	Sur-geon
Al-le'giance	Con-ta'gious	Pro-di'gious
Con-ta'gion	Cour-a'geous	Re-li'gion

You will remember, that **g** has its soft sound before **e** or **i**, and its hard sound before **a** or **o**, except in a few words which you have learned. Now if the silent **e** or the silent **i** which you see here were omitted, **g** would have its hard sound, because it would come before **a** or **o**.

Pronounce after me the following words : —

Bis-cuit	Cir-cuit	Guest	Guide
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You will observe, that, if the silent **u** in these words were omitted, **c** and **g** would have their soft sound.

Pronounce after me the following words : —

Catch	Latch	Stretch
Ditch	Match	Stitch

If the silent **t** were omitted in these words, we might perhaps give to **ch** the sound of **k**.

Pronounce after me the following words : —

Badge	Drudge	Pledge
Bridge	Edge	Wedge

If the silent **d** were omitted in these words, we should be likely to mispronounce them by giving to the vowel that precedes **d** its long sound.

Pronounce after me the following words : —

A-cre	Lus-tre	Scep-tre
Cen-tre	Mea-gre	Som-bre
Fi-bre	Sa-bre	Spec-tre
Mas'sa-cre	Sep'ul-ehre	<u>The</u> 'a-tre

You will observe that all these words end in **re**, and that the last syllable in each is pronounced as if the **e** came before the **r**. It is for this reason that most of these words are now often written with the **e** preceding the **r**; for example, —

Cen-ter	Fi-ber	<u>The</u> 'a-ter
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But this transposition of the letters **re** must not be made when it would bring **c** or **g** before **e**, as in **A-cre**, **Mea-gre**, **Mas'sa-cre**, and thus lead to the mispronunciation of such words by giving to **c** or to **g** its soft sound.

Lesson CVI.

We will now make a list of the few words not already given in which there is some irregularity in the sounds of the letters. The true pronunciation of these words may best be shown by respelling them. Pronounce them after me : —

Beau (<i>bo</i>)	Eye (<i>i</i>)	Owe (<i>o</i>)
Burgh (<i>burg</i>)	Hough (<i>hok</i>)	Quay (<i>ke</i>)
Eighth (<i>attē</i>)	Lough (<i>lok</i>)	Sew (<i>so</i>)
Ewe (<i>yoo</i>)	Myrrh (<i>mur</i>)	Shoe (<i>shoo</i>)

A-gain (<i>a-gen'</i> , with <i>g</i> hard)	Flam-beau (<i>flam'bo</i>)
A-pron (<i>a'purn</i>)	Fer-rule (<i>fer'ul</i>)
Beau-ty (<i>bu'ty</i>)	Gla-zier (<i>glazhur</i>)
Bel-lows (<i>bel'us</i>)	Grand-eur (<i>grand'yur</i>)
Boat-swain (<i>bo'sn</i>)	Guin-ea (<i>gin'y</i> , with <i>g</i> hard)
Breech-es (<i>brich'es</i>)	Haut-boy (<i>ho'boy</i>)
Bu-reau (<i>bu'ro</i>)	Hic-cough (<i>hik'up</i>)
Bur-y (<i>bër'y</i>)	I-ron (<i>i'urn</i>)
Busi-ness (<i>bis'nes</i>)	Let-tuce (<i>let'is</i>)
Bus-y (<i>bis'y</i>)	Ma-chine' (<i>ma-sheen'</i>)
Ca-noe' (<i>ca-noo'</i>)	Min-ute (<i>min'it</i>)
Cham-ois (<i>sham'y</i>)	Mon-ger (<i>mung'gur</i>)
Cha-teau' (<i>shā-to'</i>)	On-ion (<i>un'yun</i>)
Con-science (<i>con'shence</i>)	Pla-teau' (<i>plā-to'</i>)
Con-scious (<i>con'shus</i>)	Por-poise (<i>por'pus</i>)
Cui-rass (<i>kwe'ras</i>)	Rou-tine' (<i>roo-teen'</i>)
Cup-board (<i>kub'urd</i>)	Squir-rel (<i>skur'el</i>)
Dis-cern' (<i>diz-urn'</i>)	Suf-fice' (<i>suf'iz'</i>)
Eng-land (<i>Ing'gland</i>)	Tor-toise (<i>tor'tis</i>)
Eng-lish (<i>Ing'glish</i>)	Vict-uals (<i>vit'ls</i>)
Ewer (<i>yoor</i>)	Wom-en (<i>wim'en</i>)

Ab-scis'sion (<i>ab-siah'un</i>)	Ma-noeu'vere (<i>ma-noo'vur</i>)
Beau'ti-ful (<i>bu'ti-fŭl</i>)	Port-man'teau (<i>pŏrt-man'to</i>)
Bur'i-al (<i>bŕi'al</i>)	Quar-an-tine' (<i>kwŏr-an-teen'</i>)
Bom-ba-zine' (<i>bum-ba-zeen'</i>)	Rec-i-ta-tive' (<i>res-i-ta-teev'</i>)
Hal-le-lu'jah (<i>hal-e-lu'yŭ</i>)	Sac'ri-fice (<i>sak'ri-fis</i>)
Ma-chin'er-y (<i>ma-sheen'er-y</i>)	Tam-bou-rine' (<i>tam-boe-reen'</i>)
Men-ag'er-ie (<i>men-ŭsh'er-y</i>)	Trans-i'tion (<i>trans-ish'un</i>)

NOTE. — The pupil should be drilled on this list of words till they can be pronounced at sight, as well as spelled readily when they are given out by the teacher.

Lesson CVII.

It is well for the health to bathe fre'quent-ly; but the bath should not be too cōld nor too hot, and one should not stay in it too long. — Bundles are some-times bound with slen-der twigs or withes. — Sheep are of a mīld and peace'a-ble dis-po-si'tion. — The roe of the stur-geon, a fish found in Nor-thern re-gions, is con-sid'ered as a grēat del'i-ca-cy. — The earth makes its cir-cuit round the sun in one year. — A gōod hōst is at-ten'tive to his guests. — The prov-erb says, "A stitch in time saves nine." The girl who does not wish to be a drudge at sew-ing ought to re-mem'ber this. — The di'a-mond is re-mark'a-ble for its lus-tre, or brill'ian-cy. — We prob'a-bly gain more knowl-edge through the eye than through the ear. —

The òn-ly way to suc-ceed' in an-y busi-ness is to per-se-veré' in it, and to at-tend' to it care'ful-ly. — What oth-ers may think of you is of less con'se-quence than the ap-prov'al of your òwn con-science. — The guin-ea is one of the göld coins of Eng-land. — I-ron is the mōst use-ful of met-als. — The por-poise is an an'ī-mal of the whale kīnd. — I saw late-ly at a men-ag'er-ie some beau'ti-ful pǎr-rots and a huge hip-po-pot'a-mus. — We must sac'ri-fice pleas-ure to du-ty when we hǎve to chooße be-tween' them.

Lesson CVIII.

You have made such progress in learning to read, that you can now do without some of the helps which we have thus far made use of. You are so familiar, for example, with the silent final *e*, that it will not be necessary to print it hereafter in *Italic type*. And you are so accustomed to sounding *s* as *z*, in such words as *Is*, *Has*, *Was*, and many others, that we need not, hereafter, put a dot under *s*, when it is thus sounded, except in a few cases. We will, therefore, give, in this book, a few more reading lessons in which the silent final *e* will not be printed in *Italic type*, and in which the dot under *s* will, in most cases, be omitted. When we take up your next reading book, or the *Sequel* to these *First Lessons*, we will gradually dispense with all marks, one after another, because, as you advance, you will not feel the need of them.

THE FOX IN THE WELL.

1. A fox, hav-ing fallen in-to a well, man-aged, by stick-ing his claws in-to the sides, to keep his head a-bove' wa-ter. Soon after, a wolf came

and peeped o-ver the brink. The fox begged to be helped to a rope, or some-thing of that kīnd, by means of which he mīght get out of the well.

2. The wolf pit-ied the fox, and thus expressed' him-self': "Ah! poor Rēyn-ard," says he, "I am sōr-ry for you, with all my heart; how could you pos'sī-bly come in-to this mel'an-ehol-y con-dī'tion?"

3. "Nay, friend," re-plies the fox, "if you wish me well, do not stand pit'y-ing me, but lend me some help as fast as you can; for pit-y is but cōld com-fort when one is up to the chin in wa-ter, and in dān-ger, ev'er-y min-ute, of drown-ing."

4. Re-mem'ber the re-mark' of the fox, and help those who need help, e-ven be-fore' they ask it; for a fa-vor is doub-led by be-ing well-timed.

Lesson CIX.

THE CROW AND THE PITCHER.

1. A crow, read-y to die with thirst, flew with joy to a piŕch-er, which he saw at some dis-tance. When he came, he found wa-ter in it, in-deed', but so near the bot-tom, that, with all his stoop-ing and strain-ing, he was not a-ble to reach it.

2. Then he tried to o-ver-turn' the piŕch-er, that so at least he mīght be a-ble to get a lit-tle

of it. But his strength was not suf-fi'cient for this. At last, see-ing some peb-bles lie near the place, he cast them, one by one, in-to the pitch-er, and thus, by de-grees', raised the wa-ter up to the vēr-y brim, and sat'is-fied his thirst.

3. Man-y things, which can-not be done by mere strength, may be done by ex'er-ci-sing a lit-tle in-ge-nu'i-ty. If we do not suc-ceed' in one way, we should not at once de-spair', but try an-oth'er.

Lesson CX.

THE CAT AND THE SPARROW.

1. A cat caught a spär-row and was a-bout' to eat it, when the spär-row said, "No gen'tle-man eats till he wash-es his face." The cat, struck with this re-mark', set the spär-row down and be-gan' to wash her face with her paw.

2. The spär-row did not wait, but in'stant-ly flew a-way'. Puss was ex-treme'ly vexed at this, and said, "As long as I live, I will eat first and wash my face af'ter-wards." If you take no-tice, you will see that all cats do so to this day.

3. The spär-row pre-sents' a goöd ex-am'ple of pre-sence of mind, and the cat a goöd ex-am'ple of pru-dence. But, for hu-man creat'u-res, it is best to fol-low the òld cus-tom of wash-ing be-fore' eat-ing.

Lesson CXI.

THE ROBIN.

1. O, poor lit-tle rob-in, so cōld and so wet,
 Say, what are you do-ing to-day'?
 The win-ter has come, now what will you eat,
 And where are you go-ing to stay ?

2. Your nest is so o-pen, so cōld, and so poor,
 You can nev-er live there a-gain' ;
 O, come, pret-ty rob-in, come in-to our door,
 And hide from the snow and the rain.

3. We've clean beds to sleep on, and wa-ter to
 drink,
 And things vēr-y nice for your food ;
 Come, come, pret-ty rob-in, O, how can you
 think
 To fly off a-gain' to the wōod ?

GENERAL SCHEME OF ENGLISH SOUNDS.

NOTE.— In the preceding lessons, we have taken up, in such order as was most convenient, the different sounds which are made use of in our language. These sounds may be arranged in such a way as to show at one view how they are formed and how they are related one to another. When we make the sound *f* (as in *far*), we open the whole mouth and throat wider than for any other sound. We may therefore call this the most open sound. To utter *p*, we begin by closing the lips so that no breath can escape from the mouth ; in pronouncing *t*, we begin by pressing the fore part of the tongue against the front part of the palate, or roof of the mouth, so closely as completely to shut in the breath ; in pronouncing *k*, we begin by putting the back part of the tongue so firmly against the back part of the palate as to prevent the breath

from escaping. For no other sounds is the contact of the organs so close as for these and their corresponding voice sounds, *b*, *d*, and *g*. We may therefore call these the closest sounds.

Now, between the open voice sound *ā*, on the one hand, and the close breath sounds *p*, *t*, *k*, on the other hand, all the sounds used in speaking are included. That is to say, if we put the mouth in the position for pronouncing *ā*, and gradually close the organs till the lips meet, or till the fore part of the tongue touches the front part of the palate, or till the back part of the tongue touches the back part of the palate, these organs will pass through all the positions necessary for making all the sounds used in speech. We have, then, the following scheme or table of all the sounds that occur in the English language arranged in the order of their formation:—

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\begin{matrix} \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \end{matrix}$ </div> <div style="text-align: center;"> $\begin{matrix} \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \end{matrix}$ </div> <div style="text-align: center;"> $\begin{matrix} \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \\ \text{—} \end{matrix}$ </div> </div>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $\begin{matrix$</div></div>							

This scheme will need a few words of explanation, though it will, for the most part, be readily understood.

The designations on each side of the table apply to all the letters in the same horizontal line or lines.

The name *vowel* is given to those sounds in the production of which the channel of the mouth is opened more or less widely; all the other sounds, in the formation of which the mouth-channel is either closed at some point, or made much narrower than for any of the vowels, are called *consonants*.

The vowels *ā* and *ō* are not quite simple. The former ends in a slight sound of *ē* and the latter in a slight sound of *oo*, as is indicated in the table.

The sounds represented by *ī*, *ou*, and *oi*, are also compound. In *ī* the voice slides through the whole scale from the open *ā* to the close *e*. In *ou* it runs in like manner from *ā* down to *oo*. In *oi* the glide is from *ō* to *ē*, the initial element being slightly dwelt upon, so that the ear easily distinguishes it.

In all these compounds, the first vowel is accented.

The compound, which we call "long *u*," begins with the palatal *y* (or often

with *ē* or *ŷ*, and ends with the labial *oo*, which receives the accent. In the table, *ū* is placed midway between *ē* and *oo*, as being related to both of them, and not as belonging in any manner to the lingual series. So, too, *ū* and *u* (*r*) — that is, *u* as in *urn* — are put below *ū* because they are muffled or obscured forms of this vowel, and not because the tongue has any active part in their formation. The lingual series is to be regarded as commencing at the line drawn under the *ū*. The clear, vowel-like sounds *r* and *l* are coupled together because they are so closely allied, and are so often exchanged one for the other.

The *nasals*, though requiring for their utterance the same position of the mouth-organs as the mutes, yet have nothing of the mute character, but partake largely of the nature of a vowel, in consequence of their allowing the voice to flow freely through the nose, and they are, therefore, sometimes used as vowels. For this reason they are here placed immediately after the semi-vowels.

H is put next after the vowels, semi-vowels, and nasals, because it is always followed by one or another of these elements, and is uttered in the same position of the organs, it having no fixed position of its own.

The labial spirants are set a little to the left of the labial line, and the lingual spirants a little to the right of the lingual line, because their formation is due in part to the teeth, which are intermediate in position between the lips and the tongue.

For a similar reason, *ch* and *j* — compounds respectively of *t* and *d* with *sh* and *zh*, but with these elements so closely blended as to render it difficult to recognize *ch* and *j* as compounds — have a position between the palatal and the lingual series.

MARKS USED IN WRITING AND PRINTING.

- , COMMA; a mark that usually requires a very slight pause.
- ; SEMICOLON; requires a little longer pause than a comma.
- : COLON; requires a little longer pause than a semicolon.
- . PERIOD; placed at the end of a sentence, and requires a full stop. It is also used after all abbreviations; as, *Wm.* for *William*.

¶ NOTE OF INTERROGATION; shows that a question is asked.

! NOTE OF EXCLAMATION; used after expressions of emotion, or strong feeling.

() MARKS OF PARENTHESIS; used to enclose words that might be left out without injury to the sense.

— DASH; denotes an unfinished sentence, or a sudden turn in a sentence. Sometimes dashes are used instead of marks of parenthesis.

' APOSTROPHE; shows that one or more letters in a word are omitted; as, *tho'* for *though*. It also denotes the possessive case; as, *Mary's hand*.

- HYPHEN; used to separate the syllables of words; as, *cit-y*.

“ ” QUOTATION MARKS; show that the exact words of another are used, or *quoted*.

} BRACE; used to connect two or more lines with something to which they are related. See page 91.

APPENDIX.

ELEMENTS OF CAPITAL LETTERS.

1.	|	|	|	|	|	|	|	|	|	|
2.	—	—	—	—	—	—	—	—	—	—
3.	/	/	/	/	/	/	/	/	/	/
4.	\	\	\	\	\	\	\	\	\	\
5.	((((((((((
6.))))))))))
7.	~	~	~	~	~	~	~	~	~	~
8.	∪	∪	∪	∪	∪	∪	∪	∪	∪	∪
9.	∩	∩	∩	∩	∩	∩	∩	∩	∩	∩

ELEMENTS OF SMALL LETTERS.

1.	|	|	|	|	|	|	|	|	|	|
2.	—	—	—	—	—	—	—	—	—	—
3.	/	/	/	/	/	/	/	/	/	/
4.	\	\	\	\	\	\	\	\	\	\
5.	((((((((((
6.))))))))))
7.	.	.	.	.	.	.	.	.	.	.
8.	∩	∩	∩	∩	∩	∩	∩	∩	∩	∩
9.	∪	∪	∪	∪	∪	∪	∪	∪	∪	∪
10.	∩	∩	∩	∩	∩	∩	∩	∩	∩	∩

ELEMENTS

CAPITAL LETTERS.

A
V
W
X
Y
K
M
N
H
T
L
I
J
E
F
Z
B
P
R
O
Q
C
G
D
S
U

A
V
W
X
Y
K
M
N
H
T
L
I
J
E
F
Z
B
P
R
O
Q
C
G
D
S
U

A
V
W
X
Y
K
M
N
H
T
L
I
J
E
F
Z
B
P
R
O
Q
C
G
D
S
U

A
V
W
X
Y
K
M
N
H
T
L
I
J
E
F
Z
B
P
R
O
Q
C
G
D
S
U

A
V
W
X
Y
K
M
N
H
T
L
I
J
E
F
Z
B
P
R
O
Q
C
G
D
S
U

ELEMENTS.

SMALL LETTERS.

a	a	a	a	a
b	b	b	b	b
c	d	d	d	d
p	p	p	p	p
q	q	q	q	q
c	c	c	c	c
e	e	e	e	e
o	o	o	o	o
g	g	g	g	g
s	s	s	s	s
i	i	i	i	i
j	j	j	j	j
l	l	l	l	l
k	k	k	k	k
h	h	h	h	h
f	f	f	f	f
t	t	t	t	t
r	r	r	r	r
n	n	n	n	n
m	m	m	m	m
u	u	u	u	u
v	v	v	v	v
w	w	w	w	w
x	x	x	x	x
y	y	y	y	y
z	z	z	z	z

THE ALPHABET.

ROMAN.		ITALIC.		OLD ENGLISH.		SCRIPT.	
Capital Letters.	Small Letters.	Capital Letters.	Small Letters.	Capital Letters.	Small Letters.	Capital Letters.	Small Letters.
A	a	A	a	A	a	A	a
B	b	B	b	B	b	B	b
C	c	C	c	C	c	C	c
D	d	D	d	D	d	D	d
E	e	E	e	E	e	E	e
F	f	F	f	F	f	F	f
G	g	G	g	G	g	G	g
H	h	H	h	H	h	H	h
I	i	I	i	I	i	I	i
J	j	J	j	J	j	J	j
K	k	K	k	K	k	K	k
L	l	L	l	L	l	L	l
M	m	M	m	M	m	M	m
N	n	N	n	N	n	N	n
O	o	O	o	O	o	O	o
P	p	P	p	P	p	P	p
Q	q	Q	q	Q	q	Q	q
R	r	R	r	R	r	R	r
S	s	S	s	S	s	S	s
T	t	T	t	T	t	T	t
U	u	U	u	U	u	U	u
V	v	V	v	V	v	V	v
W	w	W	w	W	w	W	w
X	x	X	x	X	x	X	x
Y	y	Y	y	Y	y	Y	y
Z	z	Z	z	Z	z	Z	z

DOUBLE LETTERS.

ROMAN.

Æ æ Œ œ ff fi fl ffi ffl

ITALIC.

Æ æ Œ œ ff fi fl ffi ffl

OLD ENGLISH.

— æ — œ ff fi fl ffi ffl

SIGN FOR THE WORD AND.

ROMAN.

ITALIC.

OLD ENGLISH.

SCRIPT.

&

&

&

&

NOTE. — The combination &c., is read **and so forth**.

TABLE OF NUMBERS.

I.	1.	One.	XXI.	21.	Twenty-one.
II.	2.	Two.	XXX.	30.	Thirty.
III.	3.	Three.	XL.	40.	Forty.
IV.	4.	Four.	L.	50.	Fifty.
V.	5.	Five.	LX.	60.	Sixty.
VI.	6.	Six.	LXX.	70.	Seventy.
VII.	7.	Seven.	LXXX.	80.	Eighty.
VIII.	8.	Eight.	XC.	90.	Ninety.
IX.	9.	Nine.	C.	100.	One hundred.
X.	10.	Ten.	CC.	200.	Two hundred.
XI.	11.	Eleven.	CCC.	300.	Three hundred.
XII.	12.	Twelve.	CCCC.	400.	Four hundred.
XIII.	13.	Thirteen.	D.	500.	Five hundred.
XIV.	14.	Fourteen.	DC.	600.	Six hundred.
XV.	15.	Fifteen.	DCC.	700.	Seven hundred.
XVI.	16.	Sixteen.	DCCC.	800.	Eight hundred.
XVII.	17.	Seventeen.	DCCCC.	900.	Nine hundred.
XVIII.	18.	Eighteen.	M.	1000.	One thousand.
XIX.	19.	Nineteen.	MM.	2000.	Two thousand.
XX.	20.	Twenty.	MMM.	3000.	Three thousand.

LINES WRITTEN IN MARCH.

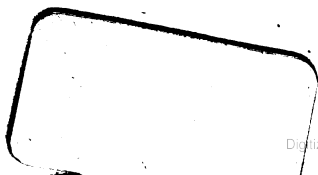
The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun ;

*The oldest and youngest
Are at work with the strongest ;
The cattle are grazing,
Their heads never raising ;
There are forty feeding like one.*

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill ;
The plow-boy is whooping, Anon, anon.

*There's joy on the mountains ;
There's life in the fountains ;
Small clouds are sailing,
Blue sky prevailing ;
The rain is over and gone.*

Wordsworth.



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